

Manuscript Writing Plans

Grade 1 - 2

Ruth Kittle
Topeka Kansas

STATE OF KANSAS

GRADE 1

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General Plans by Grades

Grade 1. 2 and 1 space writing.

1st semester

Present: capitals, small letters and numbers.

Teach: good posture, letter and word spacing.

2nd semester

Review: letter forms, spacing and posture.

Work for ease and speed in sentence work.

Neat daily writing in all work.

Grade 2.

Perfect: Letter forms, figures, spacing, posture.

Reduce size of writing.

Neat daily writing in all work.

Grade 3.

Perfect all small size letter forms and figures.

Check: Posture, letter spacing, word spacing.

Change to Cursive writing.

Swing all letters up.

Neat daily writing in all work.

Capital Letter Groups.

Stroke - slide - flag

I L E F T All but "I" are $\frac{1}{2}$ wide as tall.
I is only a stroke.

Stroke - flag - round

D P B R K Last 4 are $\frac{1}{2}$ wide as tall.
D nearly wide as tall.

Two strokes

H N U M First 3 are $\frac{1}{2}$ wide as tall.
M is wide as tall.

Slant strokes

A V W X Y Z W is wide as tall.
Others, $\frac{1}{2}$ wide as tall.

Circle or a part.

O Q C G All are wide as tall.

Part of circle

S J These are $\frac{1}{2}$ wide as tall.

Small Letter and Figure Groups.

Group 1. Begin with stroke. Do not lift pencil.
Push up. Swing up.

Group 2. Strokes and cradles.

Group 3. Circle letters begin near center space. Pull over round. "Play house."

Group 4. Slants.

V W X Z Slant the stroke.

Primary Size

6 letters are $\frac{1}{2}$ space wide.

All others are 1 space wide except:

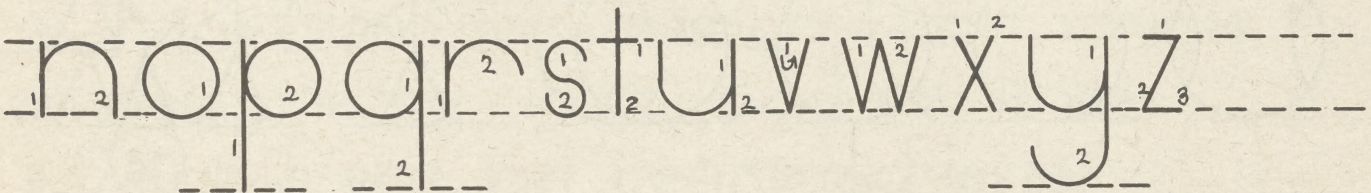
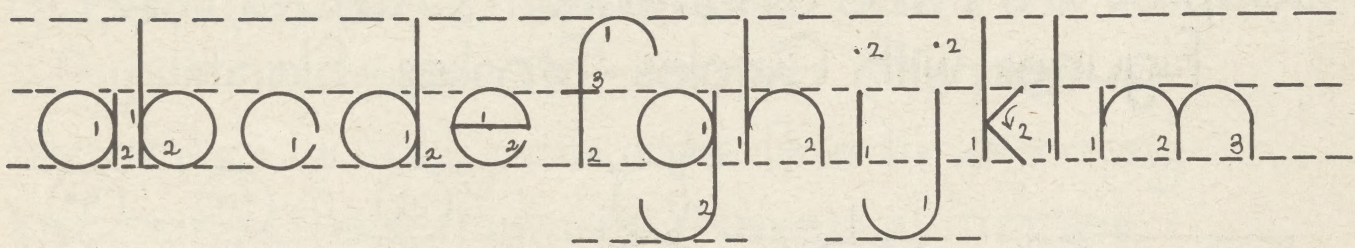
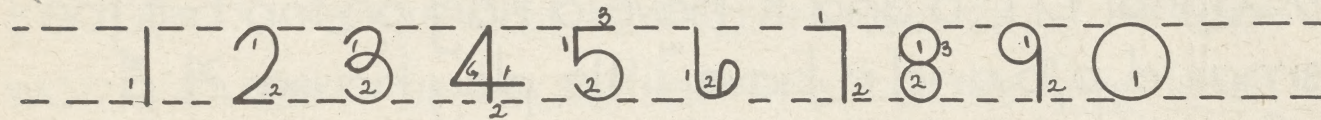
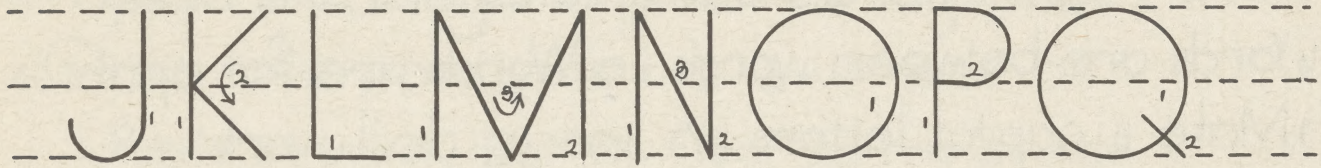
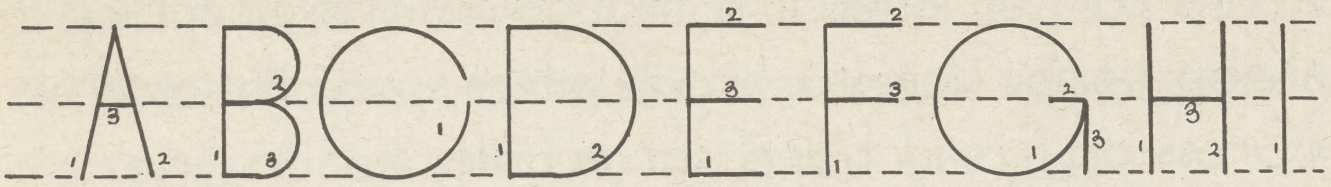
Group 5. Figures.

1 2 3 4 Note strokes. Make one last in 4.

2 3 5 5 5 Begin 2, 3, 5 below line. Flag "5" last.

S 8 9 O Begin 8 as S. Make top of 9 0

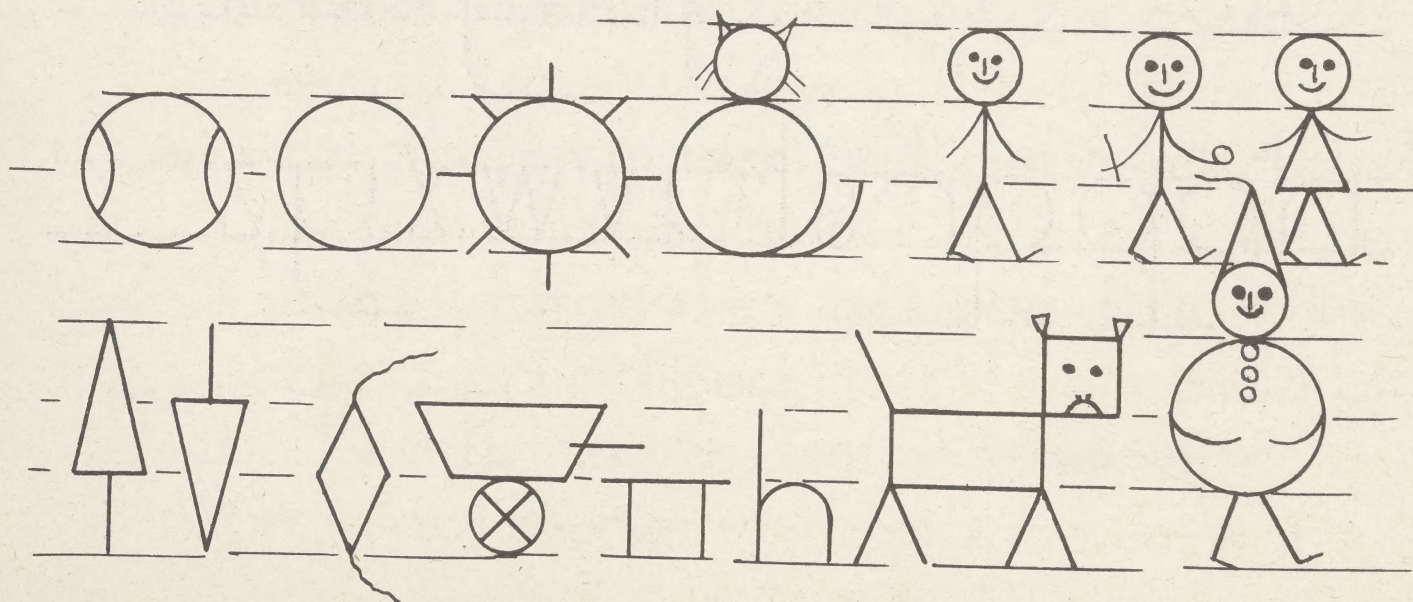
Primary Alphabet Counts.



Manuscript Writing Helps.

1. Pupils sit up tall and hold crayon or pencil softly.
2. Make part of letter first that comes first, except ^{H N}~~M A~~.
3. Keep pencil down on small letters, except dot or cross.
4. Cross on f and t are same and are on line.
5. Letters live in word houses. i.e. Letters are close.
6. Yards are between words. i.e. Words are far apart.
7. Make 5 capital letters on line in drill work.
8. Make 10 small letters on line, except "m" is 5.
9. Put 12 to 16 letters on line in sentences or stories.
10. Make dot or period with a short pull stroke.
11. Dot on i is $\frac{1}{2}$ space above stroke or same ht. as t.
12. Capital D, P, B, and R have a flag on top, but the small d, p, b and r have "little play-houses" ∂ \tilde{p} .
13. Small p-b = play ball. Stroke is a boy - comes first.
14. Small k is capital K made small, holding arm up.
15. Capitals are $\frac{1}{2}$ wide as tall except l, O, Q, C, G, M, W, D.

Figures with Circles, - Strokes - Slants.



How to Present Retrace Build Lesson

1. Pupils take sheet out of Work Book.
2. Place paper directly in front of pupil in a vertical position. Pencil on desk.
3. Pupils needing help will sit together.
4. Class take positions 1-2-3-4-pencil.
 1. Pupils sit erect, feet on floor, arms at side.
 2. Pupils relax, shake hands by sides.
 3. Pupils raise arms above desk-relax.
 4. Pupils drop arms lightly on desk with each elbow on lower desk corner. Take pencil.
5. Pupils raise pencil hand in air and make work in air as teacher retraces first line of some pupil's paper as she holds it up before class. Teacher goes over each green letter 3 to 6 times.
6. Pupils retrace each letter 3 times as teacher quickly counts. The line may be repeated this way several times.
7. Check often for feet on floor, arms on desk, heads up tall, and soft lines.
8. Swing from last retraced letter to build new letter beginning on dot as teacher continues counting.
9. Treat words and sentences same way.

10. Keep the count swinging along.
Air work helps relieve tenseness.
11. Hold a poorer writer's hand and retrace his copy as you count. One of the better writers might be a helper.
12. Both sides of sheet are one lesson.
13. Poor writers will continue to trace sentence while class fill page.
14. Pupils will do last half of sentence page alone as teacher gives some positive corrections to poor writers.
15. In making a positive correction, teacher sees the mistake and tells the pupil how to correct mistake.
Example: "t". Teacher sees the hat on the "t" is too large. "Mary, the hat on the "t" is to be very small." Make some.tt.

Division of 15 minute lesson.

- | | |
|---|------------|
| 1. Paper and pencil out | 1 minute |
| 2. Positions and air work | 1 minute |
| 3. Retracing and building letters and words | 5 minutes |
| 4. Retracing sentence | 2 minutes |
| 5. Sentence writing | 5+ minutes |

How to Present a Board Lesson

Note: The base and letters are retraced and developed at the board before being presented at the seat. The word or sentence is to be dictated for board work.

1. Have copy of base and letters on board for each pupil before class. "I F E." Use colored chalk.
2. Have chalk and erasers out before class.
3. Give analysis and count of base and letters.
4. Have pupils make some in air as you count and retrace at the board.
5. Get class to board. i.e. Turn, Stand, Pass, Front-face, Face-board, Chalk, Erasers. (Held behind back).
6. Note: Stand poor writers together. Left handed writers stand at right end of board.
 1. Pupils in grades 1 and 2 check every third line on board as "Sidewalks" for the writing.
 8. Retrace base several times, teacher counts.
 9. Retrace letter several times, teacher counts.Then make several letters (3 on line) teacher counts.
10. Correct letter and help pupils.
11. Retrace again if necessary.

Board Lesson continued

12. Pupils continue to make letters as teacher helps the slower group.

13. If letters are similar have pupils "front-face" and make a few letters in air. Pupils then face board and make some. Check and correct.

14. Dictate word or sentence by spelling it.

Note: Pupils write sentence by putting words under one another.


15. It helps to have a good writer help the poor writers.

1. Note: The boards in the first two grades should be lined (10 or 12 lines) with lines that are 3 inches apart, Lines for grade three are 3 inches apart.

A pupil needs 20 to 24 inches board space to write a board lesson.

Pupils erase only when told to do so.

2. Note: Pupils stand directly in front of board.

3. Note: Pupils have all fingers on top of chalk and thumb is below the second finger.  Write with end of chalk that is under first finger.

How to Present Independent Seat Lesson

Consult Writing Plans

1. Write base and letter, with directions, and the sentence on board before period. See plans.

2. Have paper and pens or pencils ready.

3. Have pupils needing help sit together.

Give analysis of letter. Check the sentence for one or two difficult points.

4. Class take positions 1-2-3-4 - pencil or pen.

1. Pupils sit erect, feet on floor, arms at side.

2. Pupils relax, shake hands by sides.

3. Pupils raise arms above desk - relax.

4. Pupils drop arms lightly on desk. Each elbow on lower desk ^{corner}.

5. Pupils write headings on paper held vertically.

6. Pupils make a line of bases and build the letter on these as teacher counts.

7. Pupils check letters for mistakes.

8. Teacher has pupils make a few letters in air.

9. Drop arms to desk and make some as the teacher counts. Make several lines of them.

10. Teacher has pupils write word in air using the new letter.

11. Pupils write word on paper as teacher spells.

12. Pupils write sentence as the teacher spells the words of the sentence. Check.

Seat Lesson continued

13. Pupils continue to write sentences as the teacher checks or helps the poorer writers.

14. Select 2 or 3 of the best papers, 1 paper from pupil who has tried, and 1 paper from a pupil who has improved. Put on the Bulletin Board.

Note: Check pupils often for good positions, and keep the writing lesson moving.

Have pupils of grades 1 and 2 check every third line as a side-walk.

Primary pupils make 5 capital letters or 10 small letters on line in drill work. Since small m is wide put 5. Figures, 10 on line.

Keep letters close together in words.

Leave space between words, width of small o.

Division of Time 15 minute lesson

Analysis and air writing 2 minutes

Headings 1 minute

Base and letter 3 to 5 minutes

Sentences 7 to 9 minutes

1 A or 2 B Ruth K.

rrrrrrrrrrrrrrrrrrrr

rrrrrrrrrrrrrrrrrrrr

run run run run

run run run run

Ruth did run here.

Ruth did run here.

Ruth did run here.

1 B Manuscript Plans.

Wk. 1 See pages 6-7-8-9. Board or Book.

Aim: To develop vertical stroke and slide.

Getting to board: Turn - stand - pass.

Chalk holding  All fingers on top. Thumb - bottom.

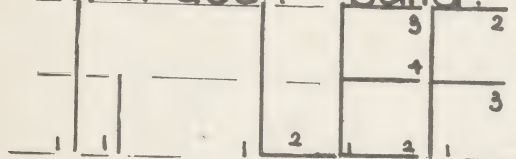
Standing: Face board. Erasers behind back.

Erase only when told to do so.

Present all new work with air work first.

i.e. Teacher makes letter or word correctly on board or over page in Work Book and as she retraces the word (or letter) the pupils write in air with her as she counts: visual, auditory, motor help.

Retrace: Build:



The L is I with foot. Do not lift.

The E is an L with two flags.

The F is an E with foot hidden.

Build:



The hat is made first on T. - T.

Note flags. Note foot on L.

Letters close together - words.

Information on posture at seat and pencil holding.

Sit up tall. Head up. Feet on floor. Both arms on desk.

Hold papers vertically on desk in front of body.

Hold pencil softly. One finger on top. One finger behind with thumb in front. Other 2 fingers, heel of hand and arm rest on the desk.

6-10

1B Manuscript Plans.

Wk. 2

Board or Book.

Aim: Vertical "stroke pairs".

Put pupils together who need most help. Help

them. I suggest the use of student helpers also.

Letters in words at board are width of chalk apart.

3 Pull strokes first. H is 1 space wide. H E

2 Slide last from left to right as we read. H E

3 Pull strokes first. Slant last from left top to right bottom. Wide as H. H E N

2 left top to right bottom. Wide as H. H E N

3 4 Pull strokes two spaces apart. Put a dot at middle bottom. Pull from top of first one to dot. Pull from last one to dot. M E

2 dot at middle bottom. Pull from top of first one to dot. Pull from last one to dot. M E

Check often for chalk holding
and eraser holding.

M E N

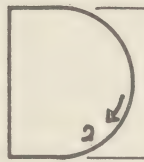



2 Make small slide first. Do not lift chalk.
Put stroke down as a one I

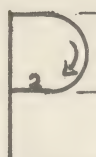






2 Pull big one I. Move over. Pull little one I
The I is a mother and a little girl or boy.

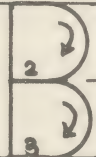
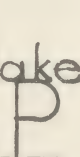




Aim: Vertical stroke in "slide round letters."

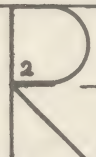
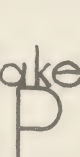


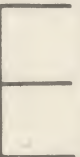
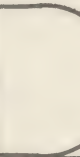
Retrace:

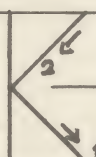

Name letters.

 Make stroke first. Put flag  on top of 
Make  fat, nearly 2 spaces wide.

 The top of  is 1 space  Build:   
Put flag on top of 

 Make stroke. Put flag on top 
as . Bottom is like top.   

 Make stroke. Put flag on top 
as . Kick last out from center   

 Make stroke. Top is 1 space wide. 
Pull slant in to center. Kick out from center. Make even.

Note:

Pupils will need much checking on positions, (see pages 6-7) chalk holding and following directions. Some pupils must be told and shown many times. Put pupils together who need most help. Help them.

16-20

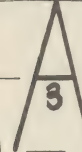
1B Manuscript Plans.

Wk. 4.

Board or Book.

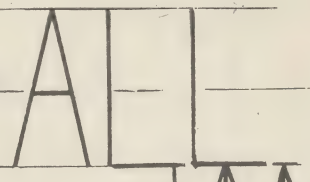
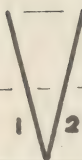
Aim: To develop slant line letters.

Retrace:



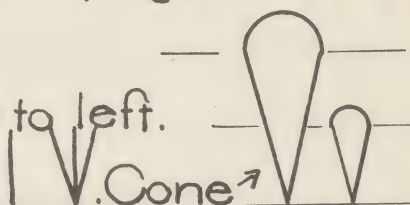
Pull slant to left. Pull slant to right.

Slide last on line from left to right.

Pupils like to build A on a stroke. WigwamThe A is one space wide. See page 4.

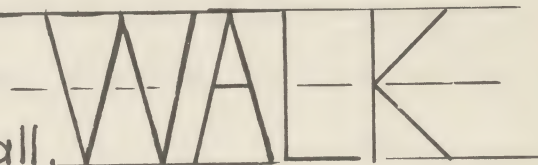
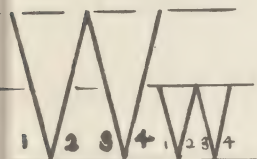
Pull stroke to right. Pull stroke to left.

This can be built on a stroke.

Note little brothers

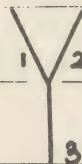
The W is two V's.

It is as wide as it is tall.



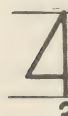
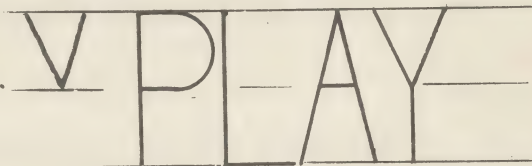
Pull stroke to right. Pull stroke to left.

The X and Y are one space wide.



Pull slants first for top.

Add stroke last.

Slant and slide as a check 4. Pull last.The 4 walks on the line.

Help pupils to hold chalk and erasers correctly.

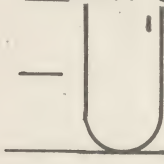
Pupils who need most help will stand together.


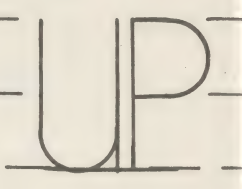
Wk. 5

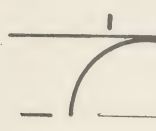
Board or Book.

Aim: To present nest U for U and begin circle.

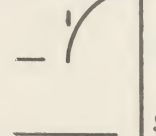
Retrace:

 Pull down and up in one count for a "nest."
This is one space wide. Make wide bottom.


 Use above nest for first part of U 
2 Pull 2 space stroke. Keep chalk down.

 Begin on side. "Over up hill toward you."

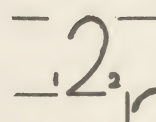
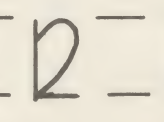
Keep both sides even like top of umbrella.

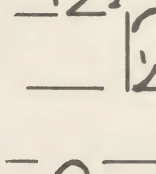
 Pull stroke and make an umbrella.

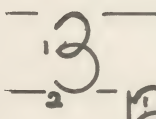
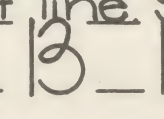
Air work helps get this "over swing".

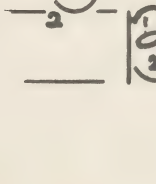
 After pupils make nice round tops
add "under up" - a bowl. This is our circle.

We work all next week on circles.

 Build the 2 on a one.  It helps.

 Begin below the line. Swing round to right
and back to bottom of line. Slide on line.

 Build the 3 on a one.  It helps.

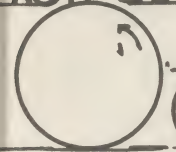
 Begin below line as a small 2. Make loop
in center. Swing around and up with circle.

Wk. 6

Board or Book.

Aim: Circles.

Retrace:

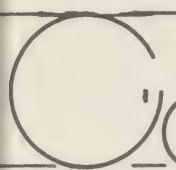
- Begin circle on side at center line.

- Keep wide. Make round Close.

Little brother



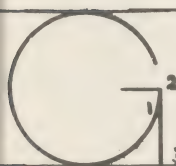
Build

- Begin as "O" at center on the side.

- Swing round up to line.

The O has a small mouth.

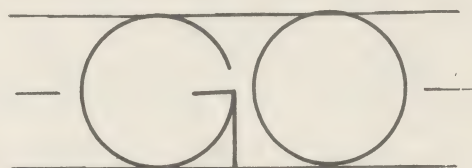
Little brother

- The first part of G is a C

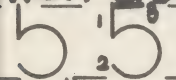
- Put a 1 in the mouth.

Make slide to lower swing of G. Pull stroke down.

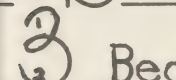
Pupils like to write the sign:

Keep pupils together as they write words.

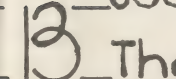
Retrace:

- Pull stroke $\frac{1}{2}$ space. Swing back around to

- right, making an open circle. Flag is last.

- Begin under line. Swing back around for $\frac{1}{2}$ space circle. Make loop in center. Swing around a

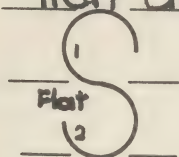
- second circle. Open.

- The last of O and G, same. Build on ones.

Wk. 7

Board or Book.

Aim: To present double curve letters, figures.

Retrace:

Build it on 2 o's.

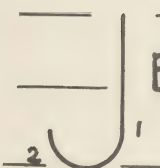
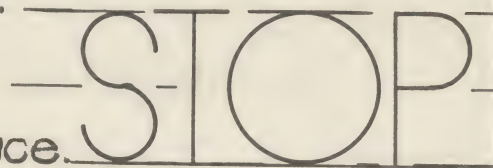


Note flat place in center of S.

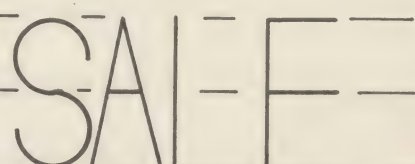
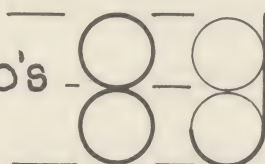
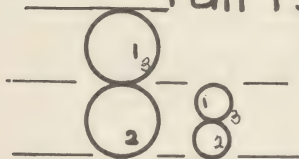
Begin S in middle of space.

Make flat in center.

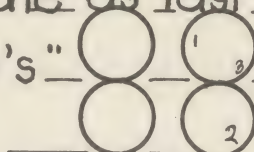
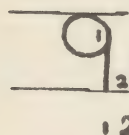
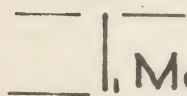
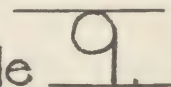
Finish S up to middle of space.



Build it on 2 o's.

Pull $1\frac{1}{2}$ space one. Swing cradle as last of S.

Build giant "8" on 2 "O's"

Begin 8 as a small S. Close bottom O 8
Close top O 8. Keep O flat in center.Make $\frac{1}{2}$ space. Pull stroke from its side

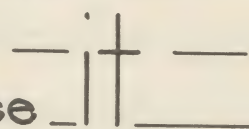
Make a one space stroke.

Put a dot above in center of space.

Make a short slide on line.

Pull stroke from center of space

above to line below slide.



36-40

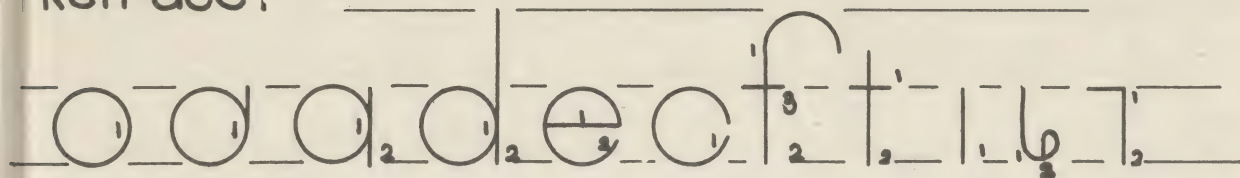
1B Manuscript Plans.

Wk. 8

Board or Book.

Aim: To develop letters built on small o.

Retrace:



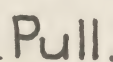
Begin on right side at center. Over round.



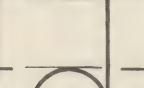
The O holds up hand to help.



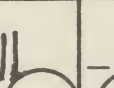
Begin as O. Hold up hand



Pull.



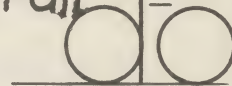
Begin "d" as "o". Hold hand up tall



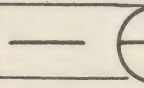
Pull



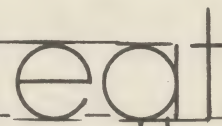
Note play houses in A and a.



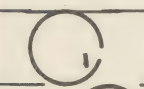
Slide in center space.



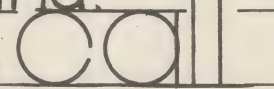
Back around. Nearly close.



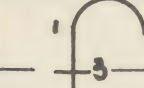
Begin in center. Swing round.



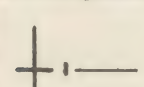
Curve up. Only small opening



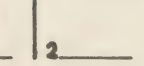
Begin t as o. Pull stroke.



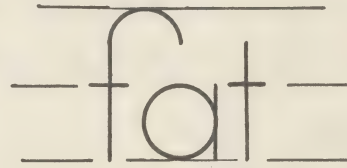
Make small cross on line.



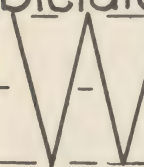
Make slide on t first.



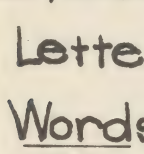
Pull 1 1/2 space stroke.



Dictate:



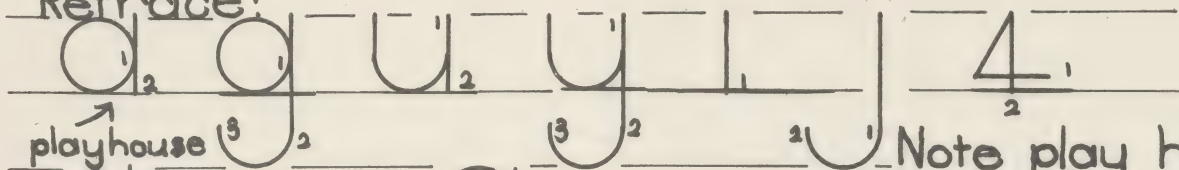
Letters are width of chalk or pencil apart in words



Words are width of eraser or small apart.

Aim: To develop letters that go below line.

Retrace:



Note play houses.

Begin as a. Pull stroke.

Dictate:

Begin as a. Pull stroke below.

give

Make cradle. Swing up.

The g is an a that goes to basement.

go

Begin as nest u. Pull stroke.

Begin y as u with nest

Pull stroke below line. Cradle.

you

The y is u that goes to basement.

Pull stroke. Put dot in center of space.

Begin j as i. Pull below line. Cradle.

The j is i that goes to basement.

4 4. Make check first. Pull stroke last.

Dictate:

We go.

We see you.

Wk. 10

Board or Book.

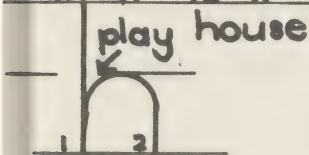
Aim: To present some "stroke over" letters.

Retrace:

Note "play houses" in letters.

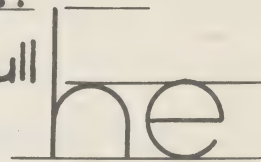


Dictate:



Pull tall stroke. Push up, over, pull

Note chair. Note play house.



Note: Keep letters close together in words.



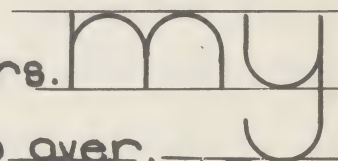
Pull stroke. Push up and over.



Pull. Keep wide as tall. Last part is a tunnel.



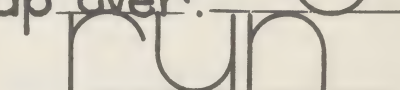
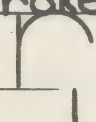
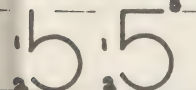
The "m" is an "n" with two overs.



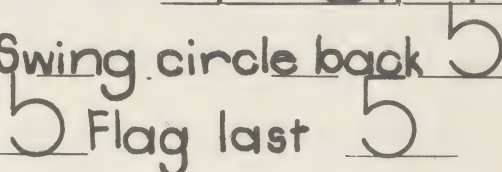
Pull one space stroke. Push up over.



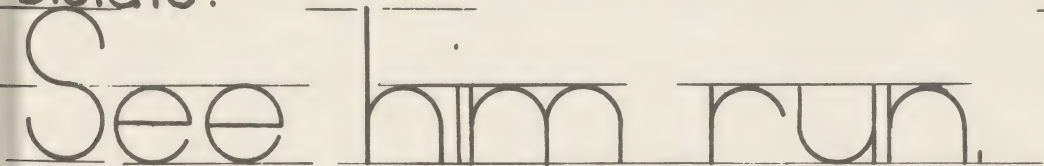
Note umbrella

Pull $\frac{1}{2}$ space one . Swing circle back

Note cradle at finish. Flag last



Dictate:



Pupils write lightly at board or seat.

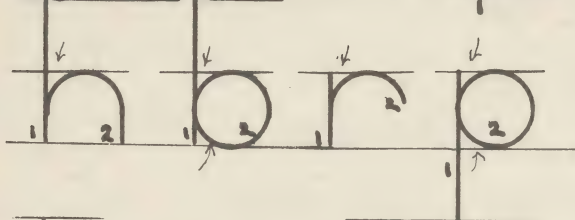
Hold chalk or pencil lightly.

Air Work helps. Keep lesson swinging along.

Aim: To present two related pairs.

Retrace:

Pupils write their name now.



Note "play houses".

Pull tall stroke. Push up over. Pull.
The "h" is the same as the first of new letter "b".

Pull tall stroke. Push up over.
Swing round up to center of back.

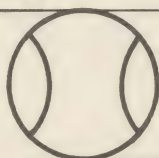
The "r" is the top of the "p".

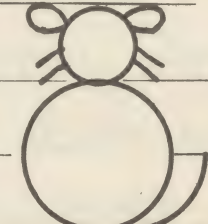
Begin "p" as for "r". Pull stroke below.
Push back up. Round over.
Round up to center to close.

Begin below line. Swing, back to front. Slide.
Begin top as small 2. Swing round. Up 3.

Build 2 and 3 behind a one

Dictate:

See the ball. 

See my pet. 

56-60

1 B

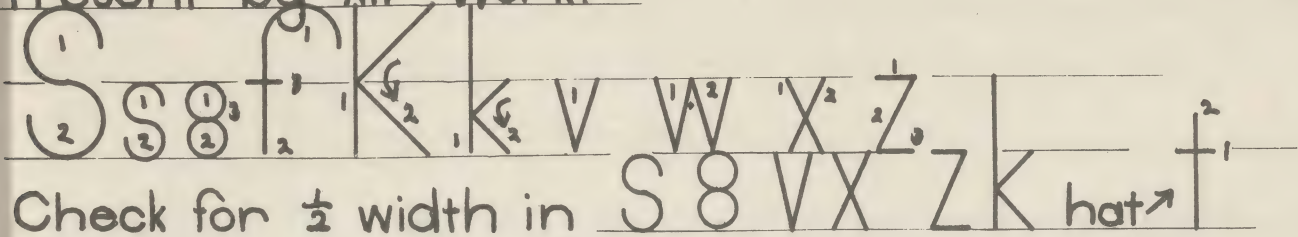
Manuscript Plans

Wk. 12

Board or Book.

Aim: To review small narrow letters.

Present by Air Work.



Swing review along. Any poor writer retraces.

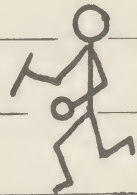
Pay special attention to k.

The last of small k is 1 space tall but only $\frac{1}{2}$ space wide. Last of K is one count <.

Dictate:

six, fun, kite, like, was.

See the fun.



We like the kite.



Continue work on pupil's name.

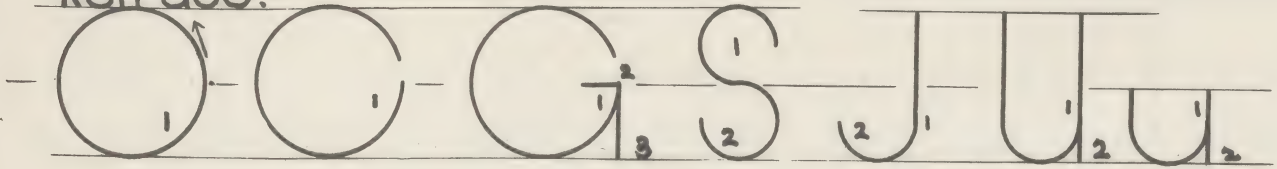
Check to see that letters are close together.

Keep writing lesson swinging along.

Leave big space between words in sentence.

Aim: To review capitals built on a circle.

Retrace:



Begin all circle letters near center of letter.
Check to see that C and G finish up to the center line.

Leave flat place on center line of S.

Keep circle letters wide and round.

Make letters close together in words.

Last of S and J swing up $\frac{1}{2}$ space.

Begin U as nest U. Pull stroke U. Keep $\frac{1}{2}$ wide as tall.

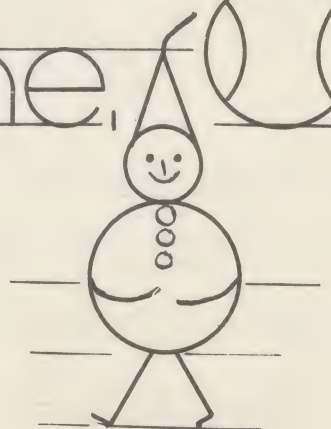
Small "U" is as wide as it is tall.

Dictate:

Carl Give Santa Use

Give Carl one, O

See Santa



66-70

1 B Manuscript Plans

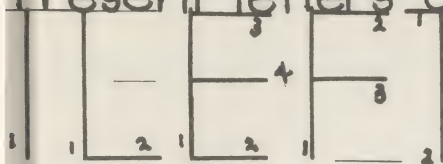
Wk. 14

Board or Book.

Aim: To review capital letters by groups.

No retrace work for review except very slow group.

Present letters and words by Air Work.



These letters are 1 space wide.

Check for stroke and flag.

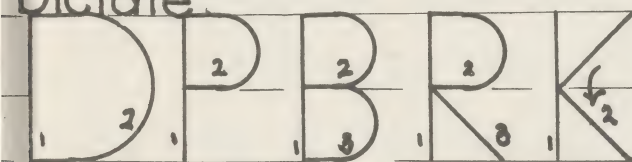
Dictate:

Swing review along.

Ella, Fred, Tom.

Ella can pull her.

Dictate:



All are one space wide but

D. Check for flag on top.

Did Bob, Ruth, Kirk.

Did Bob fix five?

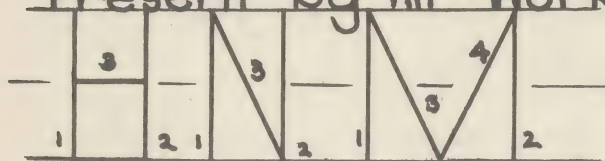
Check childrens positions.Pupils swing along the writing.

Wk. 15

Board or Book.

Aim: To review double stroke and slant capitals.

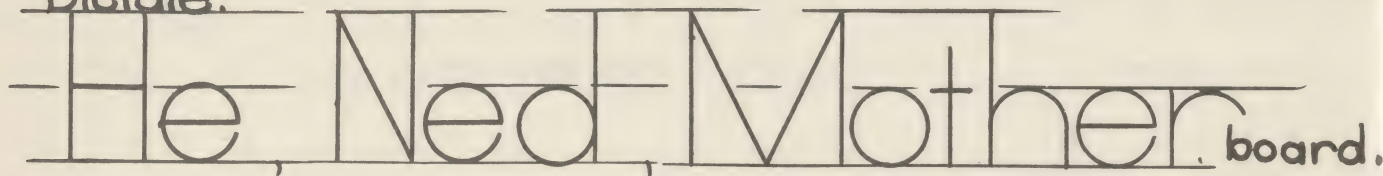
Present by Air Work:



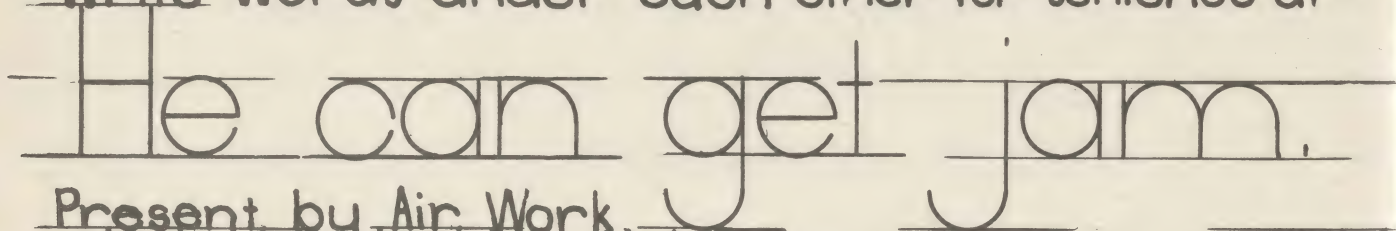
Pull both strokes first.

The H and N are 1 space wide

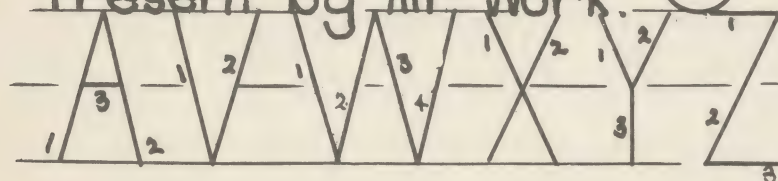
Dictate:



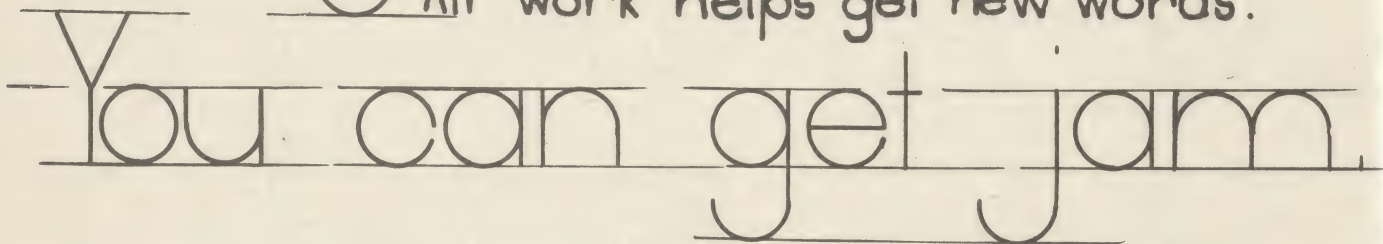
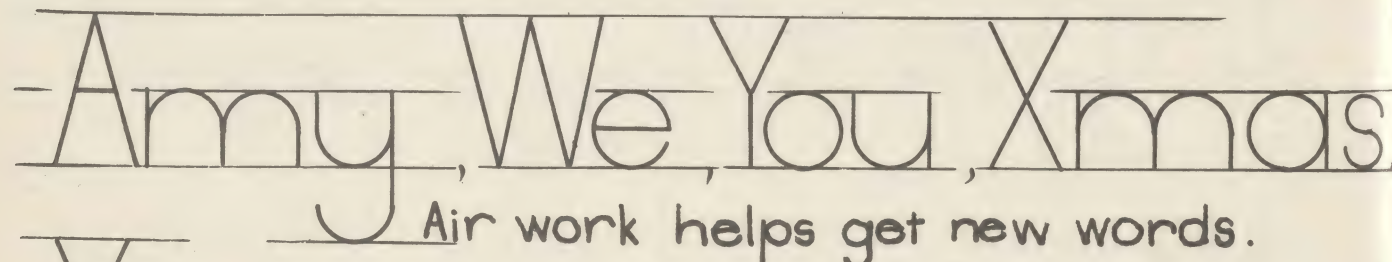
Write words under each other for sentence at ↗



Present by Air Work.



All slant letters but W are one space wide.



Continue work on pupil's first name.

Keep letters close together in words.Leave big space between words in sentence.

76-80

1B Manuscript Plans

Wk. 16

Seat

16. Spend this week with all seat work.

Teach positions 1-2-3-4. (See pages 10-11)

Help pupils to hold pencil softly.

de Check holding of paper with both arms on desk.

Pupils will check every third line to write on (sidewalks).

Pupils sit up tall when they write. Head up.

y. Keep feet on floor. Good position is $\frac{1}{3}$ of good writing!

We do not expect to teach everything about seat work, but pupils will do more pencil work from

now on, so let us prevent many poor habits.

Present: h hen b bun 5

Fold paper for center line. It helps.

Put letters on one front of paper. (10 on line).

Put words on back of paper. (4 words on line).

2. Let the pupils know that you like nice light writing.

Sit up tall. Hold pencil softly. Arms on desk.

Note spacing of letters and words, finger apart.

h h h h h h h h h h

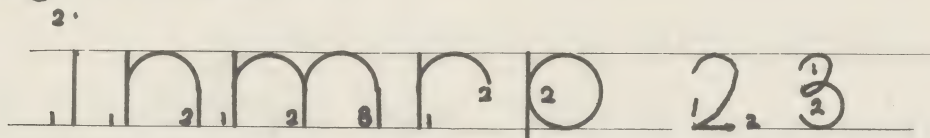
hen hen hen hen

Wk. 17

Monday - Tuesday. Board or Book.

Aim: To review "stroke over" small letters.

Dictate by Air Work:

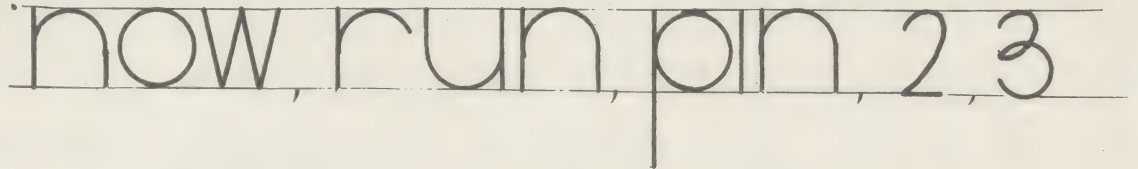


All but i and m are one space wide.

Have pupils practice on any poorly made.

Do not lift off a letter except for dot or cross.

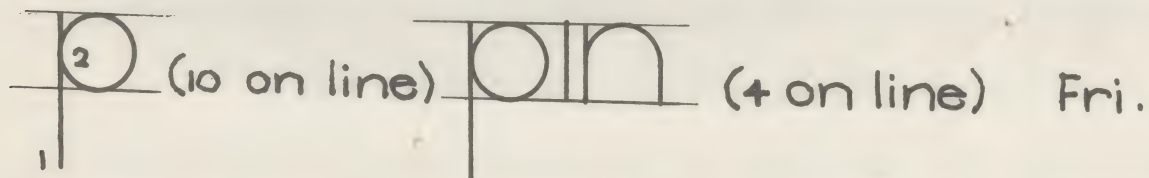
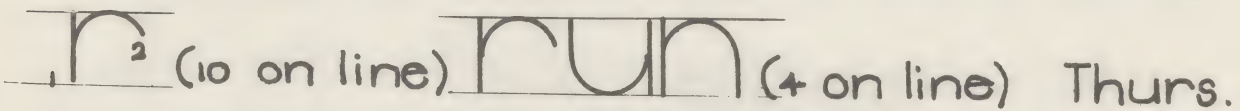
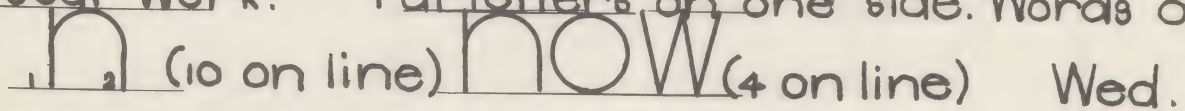
Dictate:



Wed. - Thurs. - Fri. Seat.

Seat Work.

Put letters on one side. Words on back.



Check often to see that pupils sit up tall.

Feet on floor. Arms on desk. Head up.

Pupils write on every third line or "sidewalk."

Some air work helps pupils relax.

Keep lesson swinging along.

86-90

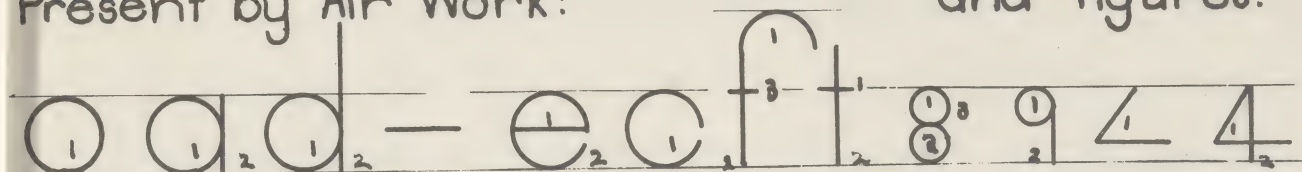
1B Manuscript Plans.

Wk. 18

Monday - Tuesday - Board or Book.

Aim: To review letters that begin "round over"

Present by Air Work: and figures.



Have pupils begin in center of space.

Keep letters wide and round.

Cross on f and t and width of 8 and 9 - $\frac{1}{2}$ space.

Poor writer may retrace some letters.

Dictate:

are, can, dig, 8, 9, 4.

Wed. - Thurs. Seat.

Seat work. Put letters on one side. Words on back.

a (10 on line) are (4 on line) Wed.

c (10 on line) can (4 on line) Thurs.

Friday - Seat.

Pupils just write sentence. Make center fold.

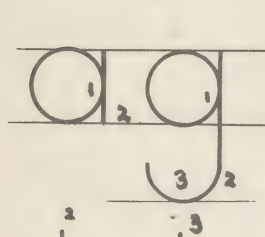
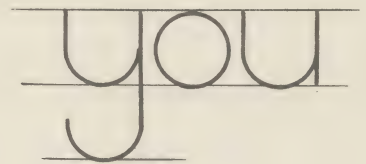
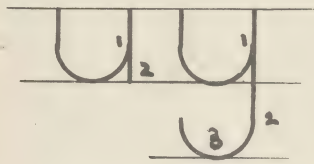
We are not fat.

Keep letters close together in words.Space width of finger or O between words.

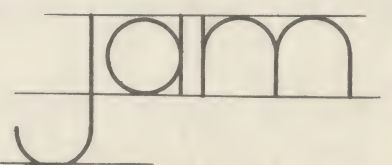
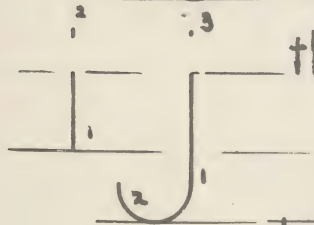
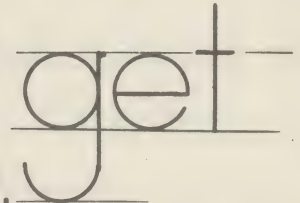
Wk. 19

Monday - Tuesday - Board or Book.

Aim: To review small letters with curves below line
 Present on U, A or i.



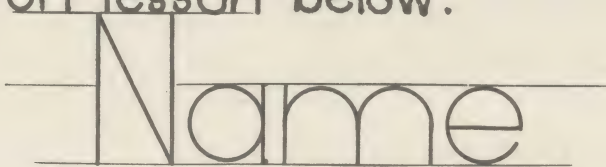
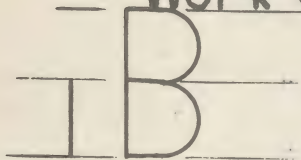
When pupils get the idea that "tail letters" are only U, A or i "that go to the basement" (cellar), there will be no trouble.



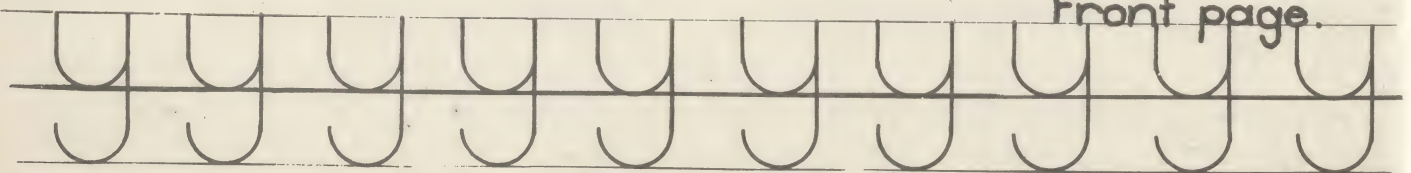
Dictate: 1 2 3 4 5 6 7 8 9 Practice any poorly made.

Wed. - Thurs. - Fri. - Sat.

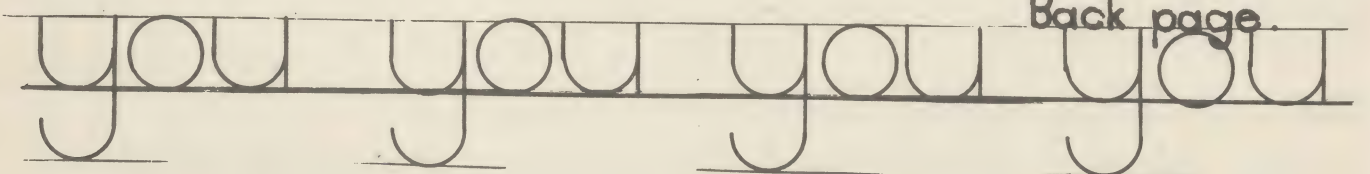
Work each day on lesson below.



Front page.



Back page.



1 A Manuscript Plans.

Wk. 20

Monday. Board

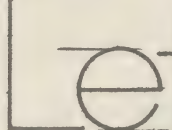
Aim: To present "stroke" capitals and figures.

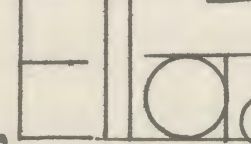
Build: Make in air then on board

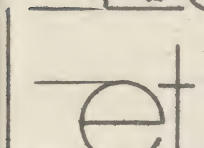
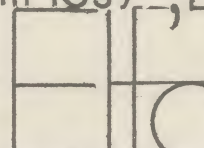
1 Pull stroke. 2 Pull stroke. Slide. 3 Make L. 4 Add flags.

Dictate:  sentence below if time.

Present: Tuesday - Wednesday. Seat.

1 2 (2 lines),  (4 on line), sentence. Tues.

1 2 (2 lines),  (4 on line), sentence. Wed.

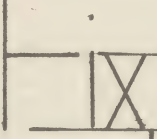
  run now.

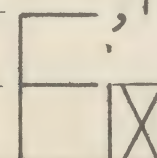
Build: Thursday. Board

1 2 Pull stroke. 3 Make slide first. 4 Make two flags. 5 Pull stroke from center.

Dictate:  sentence if time.

Present: Friday. Seat.

1 2 3  (6 on line), sentence.

 that for om.

1 A Manuscript Plans

Wk. 21.

Monday - Board

Aim: To present stroke with "flag-round" capitals.

Retrace:

Make stroke. Put flag on top as F. Swing round. Top of P is small D.

Dictate:

Did Paul, sentence if time.

Present:

Tuesday - Wednesday. Seat.

Pupils sit tall Head up. (4 on line), sentence. Tues.

Both arms on desk. Feet on floor.

(4 on line), sentence. Wed.

Did Paul get nine?

Build:

Thurs. Board.

Begin as P. Stroke. Flag. Keep 1 space wide. Make lower part same as top. Note flags.

Dictate:

Did Bob jump.

Present:

Friday - Seat.

Keep paper straight. (4 on a line), sentence.

Did Bob jump in?

1 A Manuscript Plans.

Wk. 22

Monday - Board

Aim: To present the R, K and small k.

Retrace:

2 Make stroke. Put flag on top. Close in center.
 1 3 Kick last out from center. Make even.

Dictate:

Ruth quit, sentence if time.

Present:

Tuesday - Seat

2 Ruth (4 on line), sentence.

Ruth did quit now.

Retrace:

Wednesday Board.

2 Make stroke. Pull slant to center. Make tall stroke.
 1 3 Kick out from center. Keep even. Last part is

one space only.
 Dictate: Kirk, kites. Keep last narrow.

Present:

Thursday - Friday - Seat.

2 Kirk (4 on line), sentence. Thurs.

kites (4 on line), sentence. Fri.

Kirk likes my kites.

1A Manuscript Plans

Wk. 23

Monday - Board.

Aim: To present the stroke figures and ? and 2.

Retrace: Dictate:

1 Pull one space 2 Pull, under pull 3 Slide-pull.
4 Make check 1 Pull one last. 4

Present:

Tuesday - Seat.

10 figures on line

1 (2 lines) 2 (2 lines) 1 (1 line) 4 (rest of lesson).

Wednesday - Board.

Retrace: Dictate:

2 Begin below line. Swing back. Round to front "Ear".

2
2 Begin below line. Make "ear". Pull $\frac{1}{2}$ space 1. Dot.

2 Begin below line. Make "ear". Slide on line last.

4 Review check 1 Add stroke last. 4

Present:

Thursday - Friday - Seat.

2 (3 lines) 2 (3 lines) 2 (rest of lesson) Thurs.

2 (1 line) 4 (1 line) 2 (1 line) 2 (1 line) sentence. Fri.

Do I see a 1, 2, 4, 6, 7, ?

Check: Head up. Both arms on desk.

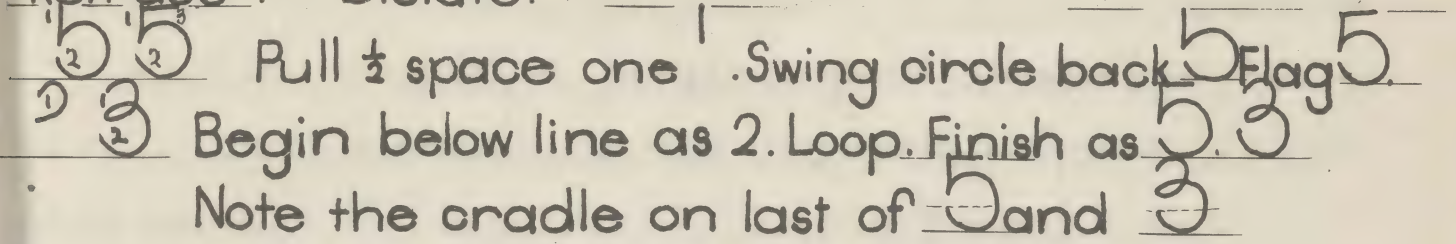
1A Manuscript Plans.

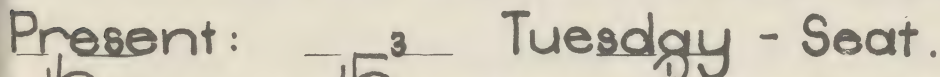
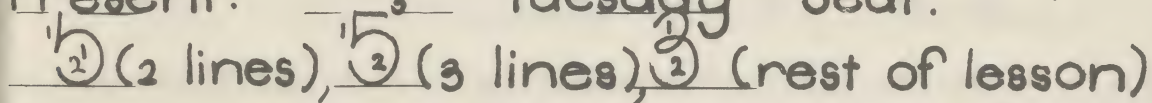
Wk. 24

Monday - Board.

Aim: To present the circle figures.

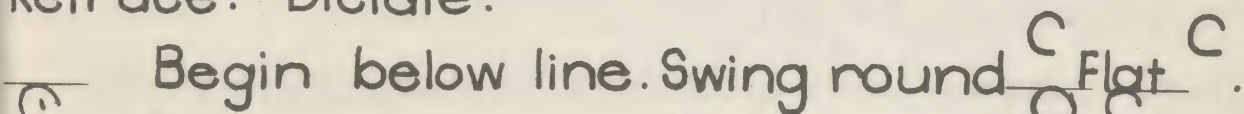
Retrace: Dictate:

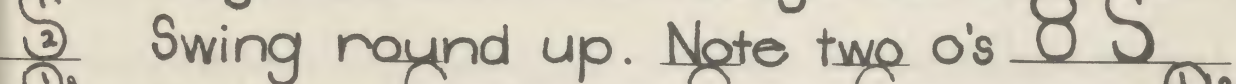


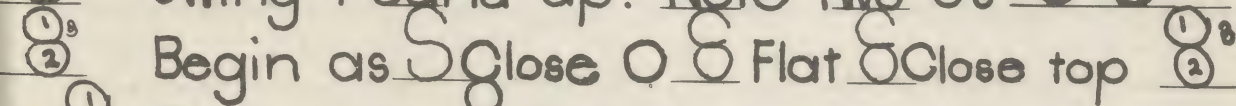
Present:  Tuesday - Seat. (2 lines), (3 lines), (rest of lesson)

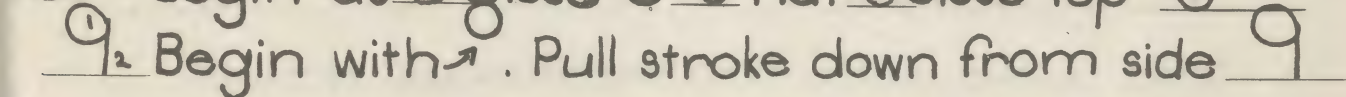
Wednesday - Board.

Retrace: Dictate:

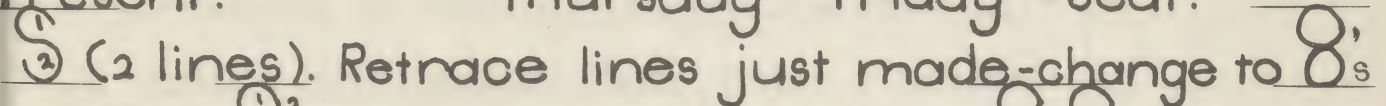


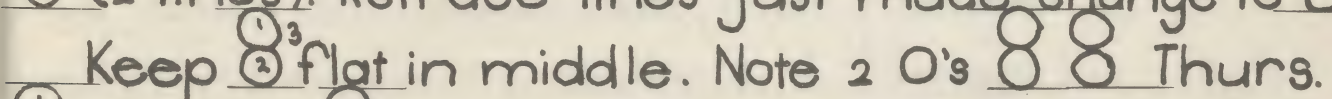


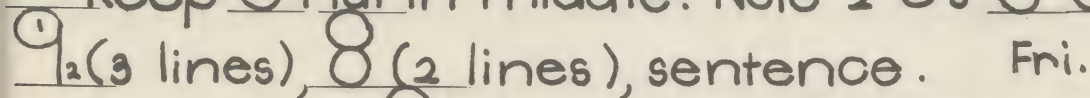


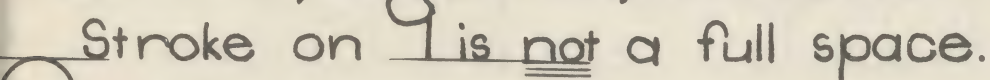


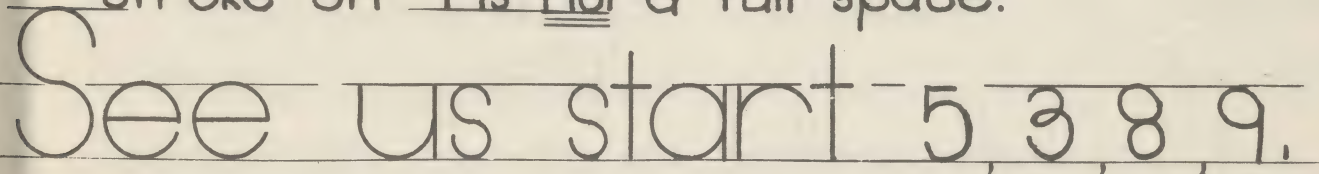
Present: Thursday - Friday - Seat.











Check all daily number work for correct figures. Pupils retrace corrections.

1A Manuscript Plans.

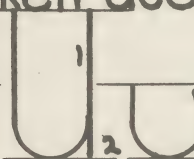
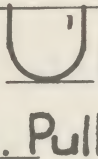
Wk. 25

Monday - Board.

Aim: To present "nest letters" built on "O"

Retrace:

Pupils like to color egg in "nest"

The  begins as a . Begin as "U". Pull stroke down. Curve to left. Curves same

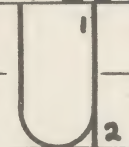
Dictate:

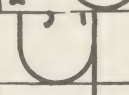
Use, your

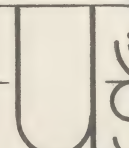
Present:

Tuesday - Wednesday - Seat.

Head up. Feet on floor.


 Use (4 on line), sentence. Tues.

 your (3 on line), sentence. Wed.

 Use, your, lazy one.

Present:

Thursday - Board.

 Pull one space for "i". Dot in center space.

Begin j as i. Pull below line. Curve left.

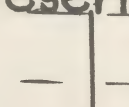
Capital j is small j up one line. No dot.

Dictate:

Jack, jump.

Present:

Friday - Seat.

 jump (3 on line), sentence.

Both arms on desk.

Jack may jump six

1 A Manuscript Plans.

Wk. 26

Monday - Board

Aim: To present some "stroke-over" letters.

Retrace

Note "playhouses" in h, b, p.

1 Make stroke. Push up

1 Make stroke. Push

2 and over. Note chair. 2 up over round. Close.

Dictate:

Hear, his, bee.

Present:

Tuesday - Wednesday - Seat.

Keep lesson moving along.

h his

(6 on line), sentence.

Tues.

Try for light lines.

b bee

(4 on line), sentence.

Wed.

Hear his bee buzz

Retrace:

Thursday - Board.

Pull stroke one space below line.

2

Retrace back. Make round. Close. Play houses.

1 Playhouse

Dictate:

play, Paul.

Present:

Friday - Seat.

Head up. Feet on floor.

2

play

(4 on line), sentence.

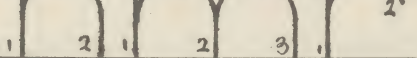
Will Paul stop play?

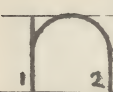
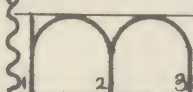
1 A Manuscript Plans.


Wk. 27

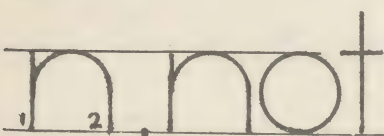
Monday Board


Aim: To present rest of "stroke over" letters.

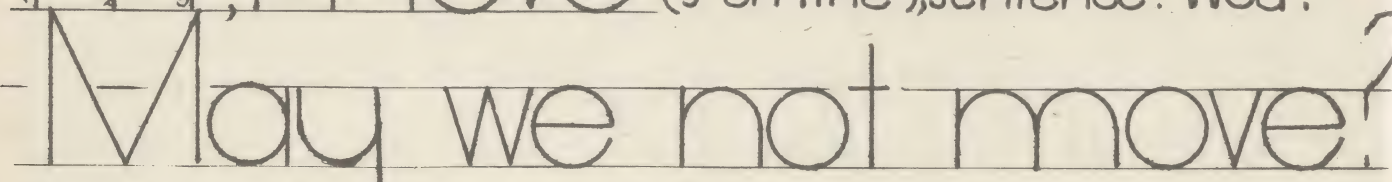
Retrace: Note "playhouses" in 


Make stroke. Push up over? Make like n
 and down. Wide. Tunnel.  with two overs.

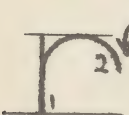
Dictate: Present:  Tuesday - Wednesday. Seat.

 Keep the lesson moving along.
 (4 on line), sentence. Tues.

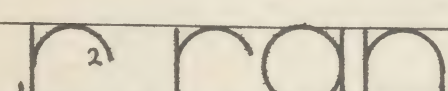
 Read page 9 for division of time.
 (3 on line), sentence. Wed.

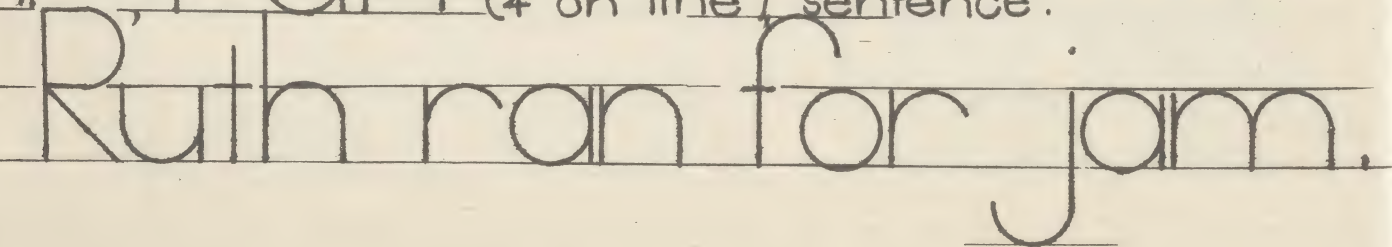


Retrace:  Thursday - Board.

 Keep even.
 Make stroke. Push up over. Note umbrella.

Dictate: Present:  Friday - Seat

 Have pupils sit up tall. Write lightly.
 (4 on line), sentence.



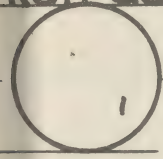
1 A Manuscript Plans.

Wk. 28

Monday - Board

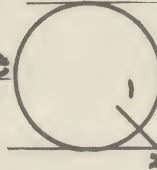
Aim: To present circle capitals.

Retrace:



Begin

center of side



Make O first.

Make round.

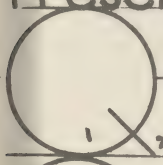
Add slant to line.

Dictate:

Quiet, quit.

Present:

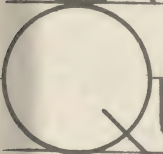
Tuesday - Seat.



Quiet

Keep paper straight.

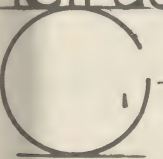
(3 on line), sentence.



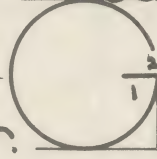
Quiet ones quit now.

Retrace:

Wednesday - Board.



Begin near center side.



Make C. Put a 7

Swing round up to center.

"in mouth."

Dictate:

Car, Go.

Present:

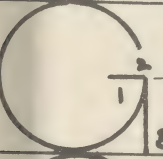
Thursday - Friday - Seat



Car

Keep feet on floor.

(3 on line), sentence. Thurs.



Go

Keep both arms on desk.

(4 on line), sentence. Fri.



Go, give Car four.

1A Manuscript Plans.

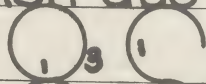
Wk. 29

Monday - Board.

Aim: To present double curve letters, figures.

Retrace:

Make S flat in center.



Build S on two O's.

Make stroke.



(2)

Begin on side. Swing round.

Finish as S.

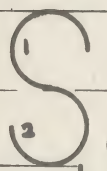
Reverse. Swing up to left.

Dictate:

Sing, Jack, songs.

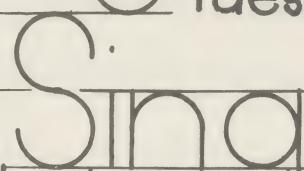
Tuesday - Wednesday

Seat.



(2)

(2 lines),



(4 on line),

sentence. Tues.

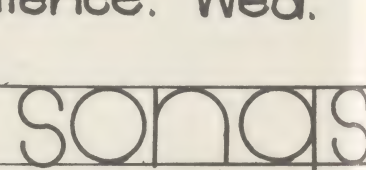
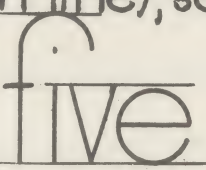
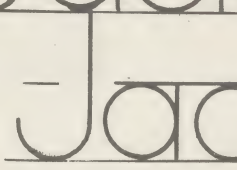
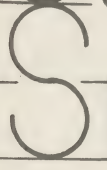
(2)

(2 lines),



(4 on line),

sentence. Wed.



Thursday - Board.

Retrace - Dictate. Make S and 8 flat in center.



(2)

Begin low.

Swing round.

Flat.

Swing round up.



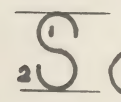
(2)

Begin as S.

Close lower O.

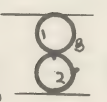
Push curve, close top.

Friday - Seat.



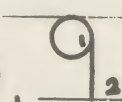
(2)

(2 lines),



(3)

(3 lines),



(2)

(rest of lesson).

Hold paper straight in front on desk.Head up. Feet on floor. Both arms on desk.

1 A Manuscript Plans

Wk. 30

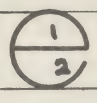
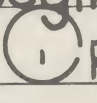
Monday - Board

Aim: To present small letters built on C.

Retrace:

Slide in center.

Begin near center.

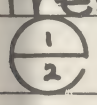

 Swing round. Finish up.
 
 Round. Finish up.

Dictate:


ella, each, cup.

Present:

Tuesday - Wednesday. Seat.


 each (3 on line), sentence. Tues.


Keep these letters round!

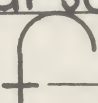

 cup (4 on line), sentence. Wed.


ella had each cup.

Retrace:

Thursday - Board.


 Pull $\frac{1}{2}$ space


 Begin top like C f


 Small cross is first.


 Pull stroke. Cross as t.

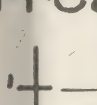
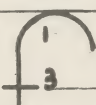
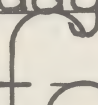
The "t" and "f" are twins, but "f" has an umbrella.

Dictate:

Fred, fast.

Present:

Friday - Seat.


 (2 lines),
 
 (2 lines),
 
 fast (4 on line), sentence.

Did Fred fly fast?

1 A Manuscript Plans.

Wk. 31

Monday - Board.

Aim: To present small letters built on circles.

Retrace:

Begin on right side

① center. Keep wide. Round.

① Begin as o. Hold hand ^{up.}

② Pull stroke down-a.

Dictate:

Alice, ate, one.

Present:

Tuesday - Wednesday - Seat.

o, one Swing the lesson along. See page 10.
(4 on line), sentence. Tues.Pupils write lightly. Wed.

① (1 line), ② (2 lines), ate (6 on line), sentence.

Alice ate one apple.

Retrace:

Thursday - Board.

Begin on side as a.

① Swing round, up 2 spaces.

Begin on side. Swing

② round, up 2 spaces.

Pull.

Dictate:

Dan, did, 3.

Present:

Friday - Seat

① (1 line), ② (2 lines), did (6 on line), sentence.

Dan did three. 333.

1 A Manuscript Plans.

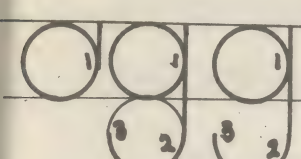
Wk. 32

Monday - Board.

Aim: To present small letters built on circles.

Retrace:

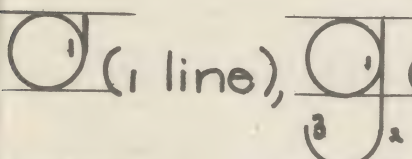
Begin as a. Swing up to line. Pull the stroke down, below line. Curve up - left.



Dictate: good, Get, sentence.

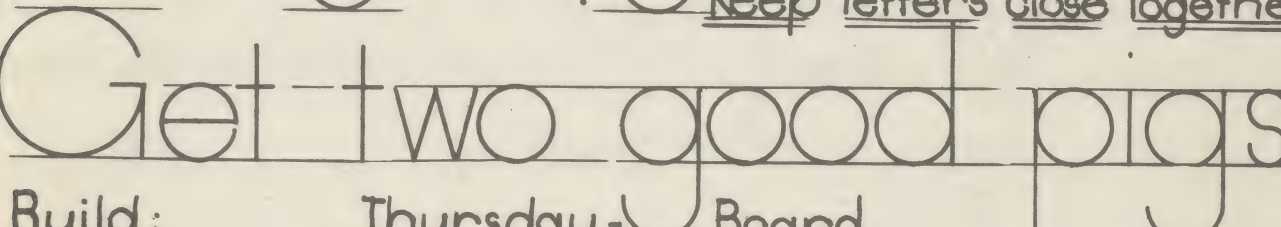
Present: Tuesday - Wednesday. Seat.

(1 line), (2 lines), good (4 on line), sentence.



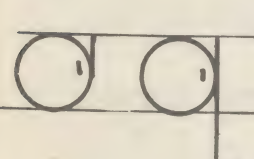
Keep letters close together.

Get two good pigs.



Build: Thursday - Board.

Begin as a. Swing up to line.

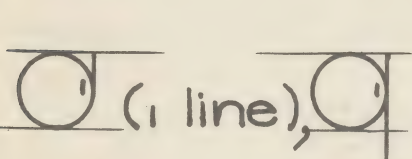


Pull the stroke down two full spaces.

Dictate: quit, Quiet, sentence.

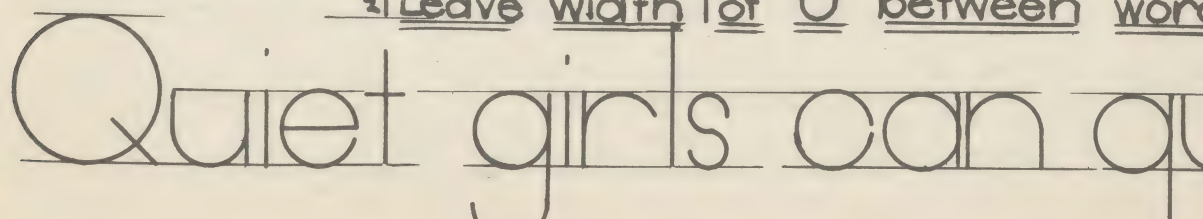
Present: Friday - Seat

(1 line), (2 lines), quit (4 on line), sentence.



Leave width of "O" between words.

Quiet girls can quit.

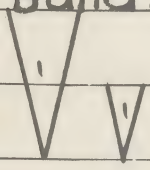
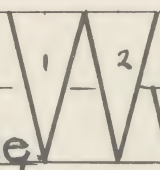


Wk. 33

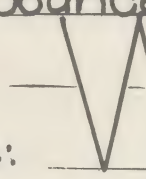
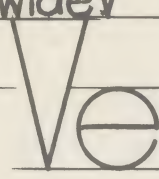
Monday - Board

Aim: To present some slant letters.

Build:

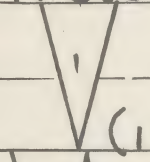
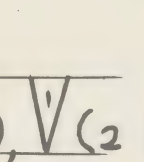
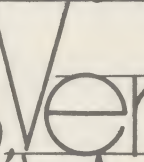
 Pull slant to right.  The W is two V's.
Bounce up. V is $\frac{1}{2}$ wide. W is wide as tall.

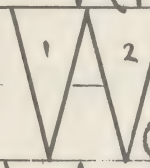
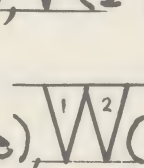
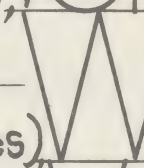
Dictate:

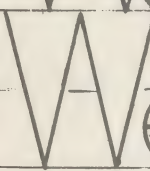
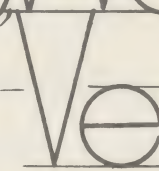
 We,  Vera, sentence, if time.

Present:

Tuesday - Wednesday - Seat.

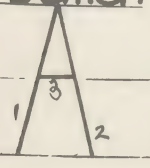
 (1 line),  (2 lines),  Vera (4 on line), sentence. Tues.

 (1 line),  (2 lines),  We (6 on line), sentence. Wed.

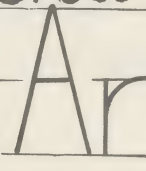
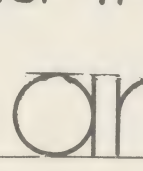
 We give  Vera seven.

Build:

Thursday - Board.

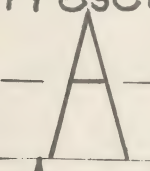
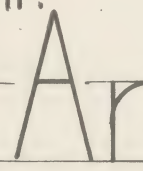
 Pull slant down to left. Pull second slant right.
Cross in center from left to right.

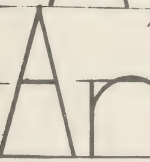
Dictate:

 Art,  an, sentence, if time.

Present:

Friday - Seat

 A,  Art (6 on line), sentence. Make writing light.

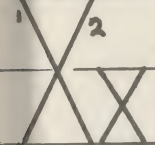
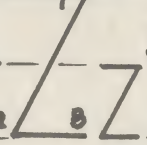
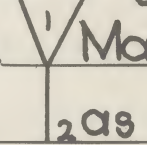
 Art had an eight. 8.

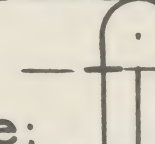
1 A Manuscript Plans

Wk. 34

Monday - Board.

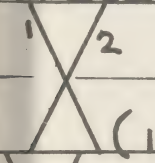
Aim: To present balance of slant letters.

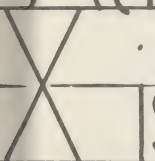
Build: The X, Y, Z and Z are $\frac{1}{2}$ as wide as they are tall.
 Pull slant to right.  Slide - Slant.  Make top
as check.

 Pull stroke last.

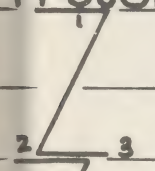
Dictate: fix, buzz, you.

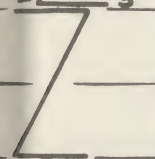
Present: Tuesday - Seat.

 (1 line), X (2 lines), fix (8 on line), sentence


 is small in fix or six.

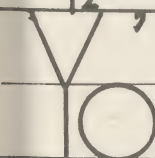
Present: Wednesday - Seat.

 (1 line), Z (2 lines), buzz (4 on line), sentence.

 was small in buzz.

Present: Thursday - Friday - Seat.

 (6 on line), sentence.

 you may make 24.
Pupils should do nice writing in all daily work.Let the pupils know you want it and expect it.

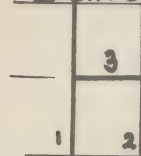
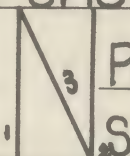
1A Manuscript Plans.


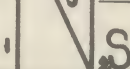
Wk. 35

Monday - Board.

Aim: To present capitals of double strokes.

Build: The H and N are one space wide.

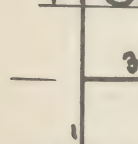
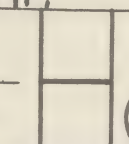
 Pull strokes first.
  Pull strokes first.

 Slide last. Left to right.
  Slant from top to right.


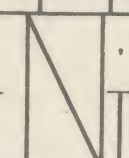
Dictate: Has, Nina, sentence if time.

Present:

Tuesday - Wednesday - Seat.

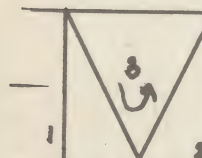
Check positions: Head up.
(5 on line), sentence. Tues.

Feet on floor. Arms on desk.
(4 on line), sentence. Wed.

Has Nina had ten?

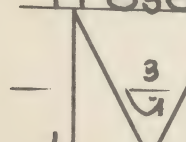
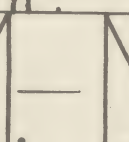
Thursday - Board

 Make strokes first. Put dot in center on
the bottom line. Make center V as a bounce.

Dictate: Mother, sentence if time.

Present:

Friday - Seat.

(2 on line), sentence.

Mother is at home.

Index - Grade 2

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How to Present a Seat Lesson	10-11
Seat Lessons	
Large Size	12
Reduced Size	13
Daily Lesson Plans	
Week 1-18 Work Book	14-31
Week 19-36	32-48

Note: Figures in upper left corner of this book indicate pages in
 "Manuscript Work Books."

Capital Letter Groups.

Stroke - slide - flag

I L E E T All but "I" are $\frac{1}{2}$ wide as tall.
I is only a stroke.

Stroke - flag - round

D P B R K Last 4 are $\frac{1}{2}$ wide as tall.
D nearly wide as tall.

Two strokes

H N U M First 3 are $\frac{1}{2}$ wide as tall.
M is wide as tall.

Slant strokes

A V W X Y Z W is wide as tall.
Others, $\frac{1}{2}$ wide as tall.

Circle or a part.

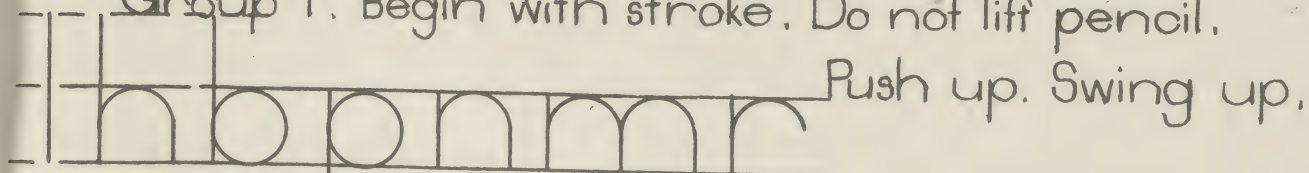
O Q C G All are wide as tall.

Part of circle

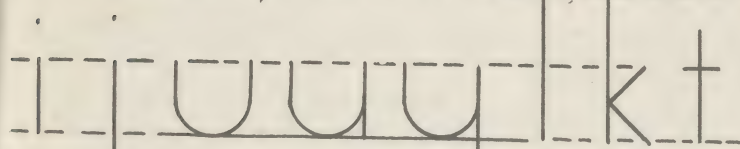
S J These are $\frac{1}{2}$ wide as tall.

Small Letter and Figure Groups.

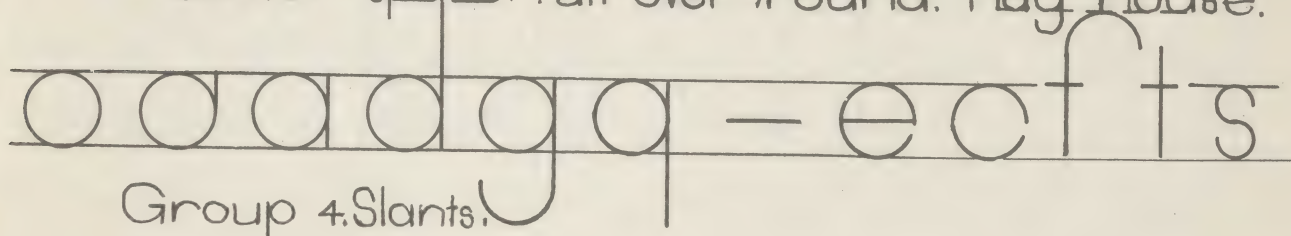
Group 1. Begin with stroke. Do not lift pencil.



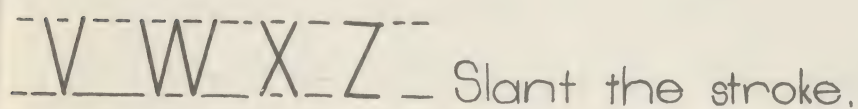
Group 2. Strokes and cradles.



Group 3. Circle letters begin near center space. Pull over, round. "Play house."



Group 4. Slants.



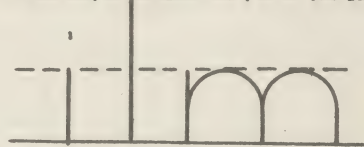
Slant the stroke.

Primary Size

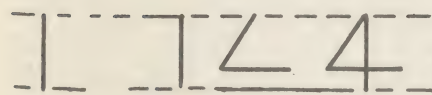
6 letters are $\frac{1}{2}$ space wide.



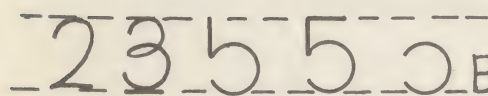
All others are 1 space wide except:



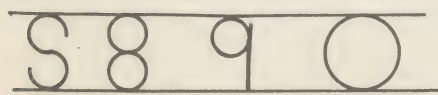
Group 5. Figures.



Note strokes. Make one last in 4.

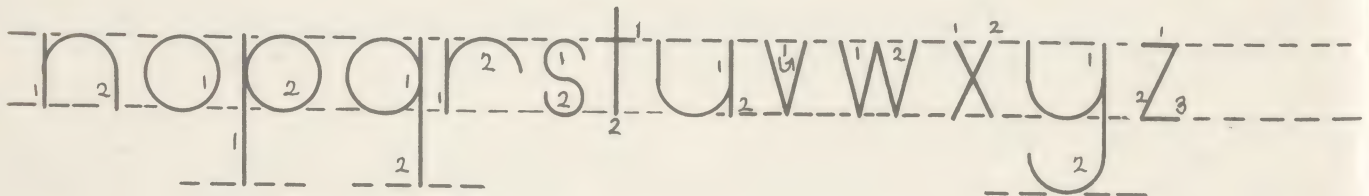
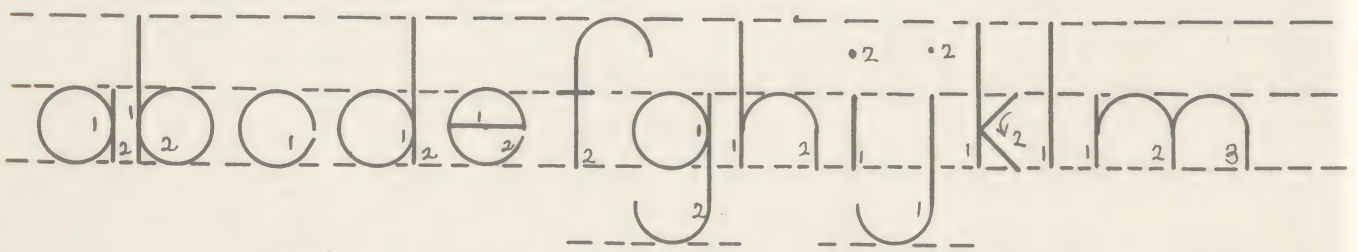
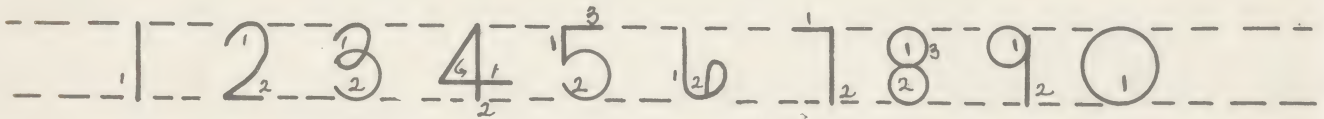
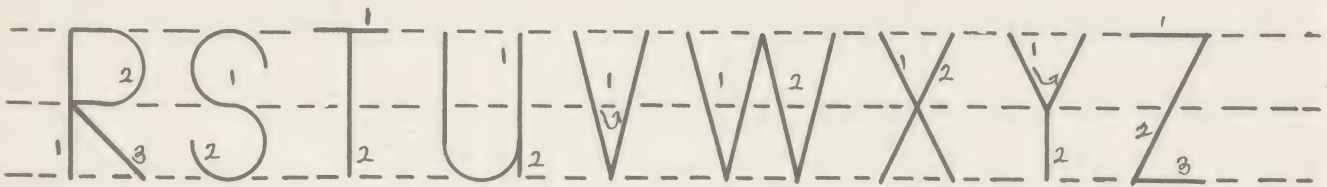
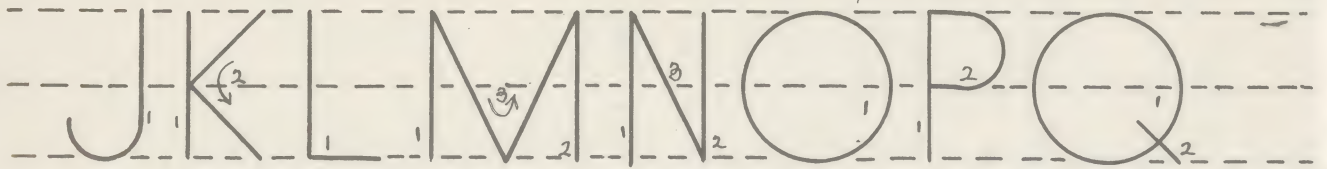
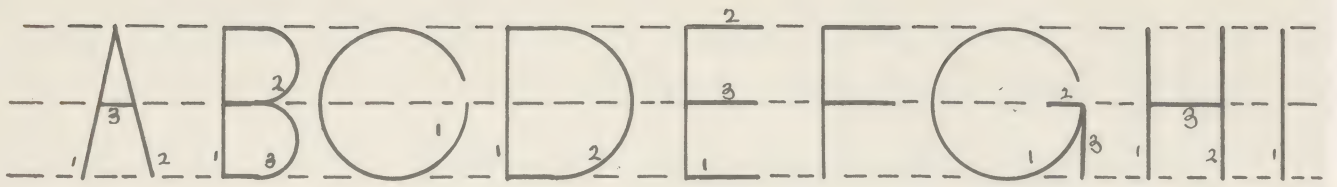


Begin 2, 3, 5 below line. Flag "5" last.



Begin 8 as S. Make top of 9°

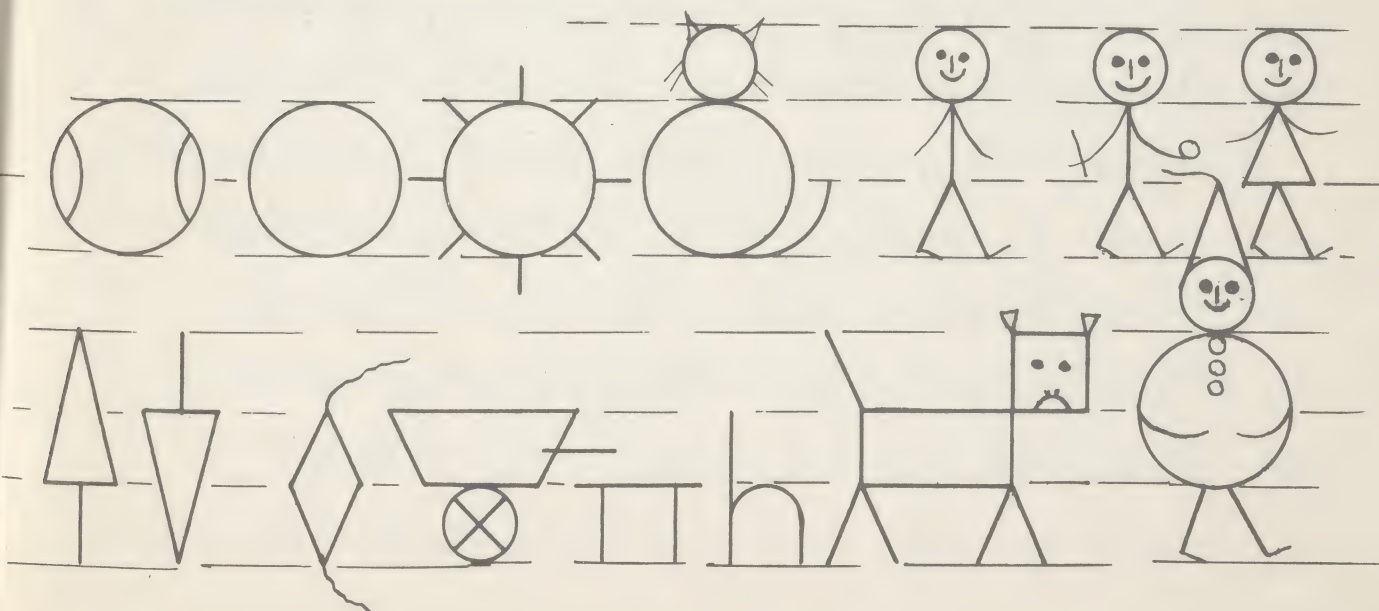
Primary Alphabet Counts.



Manuscript Writing Helps.

1. Pupils sit up tall and hold crayon or pencil softly.
2. Make part of letter first that comes first, except ^{H.N.}_{M.A.}
3. Keep pencil down on small letters, except dot or cross.
4. Cross on f and t are same and are on line.
5. Letters live in word houses. i.e. Letters are close.
6. Yards are between words. i.e. Words are far apart.
7. Make 5 capital letters on line in drill work.
8. Make 10 small letters on line, except "m" is 5.
9. Put 12 to 16 letters on line in sentences or stories.
10. Make dot or period with a short pull stroke.
11. Dot on i is $\frac{1}{2}$ space above stroke or same ht. as t.
12. Capital D, P, B, and R have a flag on top, but the small d, p, b and r have "little play-houses" \dot{d} \dot{p} .
13. Small p-b = play ball. Stroke is a boy - comes first.
14. Small k is capital K made small, holding arm up.
15. Capitals are $\frac{1}{2}$ wide as tall except l, O, Q, C, G, M, W, D.

Figures with Circles, - Strokes - Slants.



How to Present Retrace Build Lesson

1. Pupils take sheet out of Work Book.
2. Place paper directly in front of pupil in a vertical position. Pencil on desk.
3. Pupils needing help will sit together.
4. Class take positions 1-2-3-4-pencil.
 1. Pupils sit erect, feet on floor, arms at side.
 2. Pupils relax, shake hands by sides.
 3. Pupils raise arms above desk-relax.
 4. Pupils drop arms lightly on desk with each elbow on lower desk corner. Take pencil.
5. Pupils raise pencil hand in air and make work in air as teacher retraces first line of some pupil's paper as she holds it up before class. Teacher goes over each green letter 3 to 6 times.
6. Pupils retrace each letter 3 times as teacher quickly counts. The line may be repeated this way several times.
7. Check often for feet on floor, arms on desk, heads up tall, and soft lines.
8. Swing from last retraced letter to build new letter beginning on dot as teacher continues counting.
9. Treat words and sentences same way.

10. Keep the count swinging along.
Air work helps relieve tenseness.
11. Hold a poorer writer's hand and retrace his copy as you count. One of the better writers might be a helper.
12. Both sides of sheet are one lesson.
13. Poor writers will continue to trace sentence while class fill page.
14. Pupils will do last half of sentence page alone as teacher gives some positive corrections to poor writers.
15. In making a positive correction, teacher sees the mistake and tells the pupil how to correct mistake.
Example: "t". Teacher sees the hat on the "t" is too large. "Mary, the hat on the "t" is to be very small." Make some.tt.

Division of 15 minute lesson.

- | | |
|---|------------|
| 1. Paper and pencil out | 1 minute |
| 2. Positions and air work | 1 minute |
| 3. Retracing and building letters and words | 5 minutes |
| 4. Retracing sentence | 2 minutes |
| 5. Sentence writing | 5+ minutes |

How to Present a Board Lesson

Note: The base and letters are retraced and developed at the board before being presented at the seat. The word or sentence is to be dictated for board work.

1. Have copy of base and letters on board for each pupil before class. "I F E." Use colored chalk.
 2. Have chalk and erasers out before class.
 3. Give analysis and count of base and letters.
 4. Have pupils make some in air as you count and retrace at the board.
 5. Get class to board. i.e. Turn, Stand, Pass, Front-face, Face-board, Chalk, Erasers. (Held behind back).
 6. Note: Stand poor writers together. Left handed writers stand at right end of board.
 7. Pupils in grades 1 and 2 check every third line on board as "Sidewalks" for the writing.
 8. Retrace base several times, teacher counts.
 9. Retrace letter several times, teacher counts.
- Then make several letters (3 on line) teacher counts.
10. Correct letter and help pupils.
 11. Retrace again if necessary.

Board Lesson continued

12. Pupils continue to make letters as teacher helps the slower group.

13. If letters are similar have pupils "front-face" and make a few letters in air. Pupils then face board and make some. Check and correct.

14. Dictate word or sentence by spelling it.

Note: Pupils write sentence by putting words under one another.


15. It helps to have a good writer help the poor writers.

1. Note: The boards in the first two grades should be lined (10 or 12 lines) with lines that are 3 inches apart. Lines for grade three are 3 inches apart.

A pupil needs 20 to 24 inches board space to write a board lesson.

Pupils erase only when told to do so.

2. Note: Pupils stand directly in front of board.

3. Note: Pupils have all fingers on top of chalk and thumb is below the second finger.  Write with end of chalk that is under first finger.

How to Present Independent Seat Lesson Consult Writing Plans

1. Write base and letter, with directions, and the sentence on board before period. See plans.
2. Have paper and pens or pencils ready.
3. Have pupils needing help sit together.

Give analysis of letter. Check the sentence for one or two difficult points.

4. Class take positions 1-2-3-4 - pencil or pen.
 1. Pupils sit erect, feet on floor, arms at side.
 2. Pupils relax, shake hands by sides.
 3. Pupils raise arms above desk - relax.
 4. Pupils drop arms lightly on desk. Each elbow on lower ^{corner} desk.
5. Pupils write headings on paper held vertically.
6. Pupils make a line of bases and build the letter on these as teacher counts.
7. Pupils check letters for mistakes.
8. Teacher has pupils make a few letters in air.
9. Drop arms to desk and make some as the teacher counts. Make several lines of them.
10. Teacher has pupils write word in air using the new letter.
11. Pupils write word on paper as teacher spells.
12. Pupils write sentence as the teacher spells the words of the sentence. Check.

Seat Lesson continued

13. Pupils continue to write sentences as the teacher checks or helps the poorer writers.

14. Select 2 or 3 of the best papers, 1 paper from pupil who has tried, and 1 paper from a pupil who has improved. Put on the Bulletin Board.

Note: Check pupils often for good positions, and keep the writing lesson moving.

Have pupils of grades 1 and 2 check every third line as a side-walk.

Primary pupils make 5 capital letters or 10 small letters on line in drill work. Since small m is wide put 5. Figures, 10 on line.

Keep letters close together in words.

Leave space between words, width of small o.

Division of Time 15 minute lesson

Analysis and air writing	2 minutes
Headings	1 minute
Base and letter	3 to 5 minutes
Sentences	7 to 9 minutes

1 A or 2 B Ruth K.

rrrrrrrrrrrrrrrrrr

rrrrrrrrrrrrrrrrrr

run run run run

run run run run

Ruth did run here

Ruth did run here

Ruth did run here

2A

Ruth Kittle

h h h h h h h h h h

h h h h h h h h h h

him him him him him him

him him him him him him

He saw him run. He saw him run.

He saw him run. He saw him run.

He saw him run. He saw him run.

He saw him run. He saw him run.

Fold paper in center for crease.
Have pupils swing this small writing along.
Check for good letter forms.

14

1-5

Wk. 1

2B Manuscript Plans

Monday - Board or Book.

Aim: To present stroke capitals.

Present by Air Work. (Make some in air first.)
- Make stroke and slide - Begin as L Add flag.
- all in one stroke. - E is $\frac{1}{2}$ as wide as tall.

- Make stroke. - Make top first - Check
- Add top flag first. - Pull stroke down. 4 Pull.

Let, Ellen, Fred, That

Tuesday - Wednesday - Seat

- See pages 9, 10, 11.

- E - Ellen (4 on line) sentence below.

- Pupils sit up tall. Feet on floor. Both arms on desk.

- Ellen can see me.

Hold pencil softly. Write lightly.

Thursday - Friday - Seat

- That (4 on a line); sentence

- Make small hat on small + first

- That fox took three.

Good body position is $\frac{1}{2}$ of writing problem!

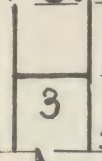
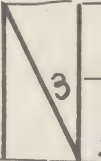
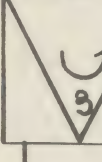
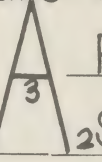
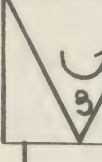
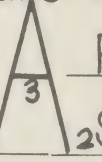
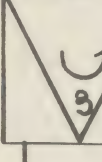
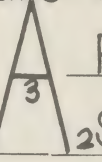
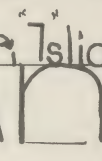
2B Manuscript Plans

Wk. 2.

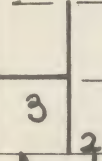
Monday - Board or Book.

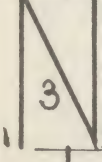
Aim: To present letters made on parallel lines.

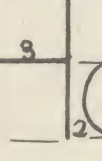
Present by air work.


 Pull strokes first.  Make strokes first.
 Make slide last.  Make slant last.
 Strokes first. Dot L.  Pull slants. Left first.
 Make center check.  Slide last. "1. 2" Pull.
 Has, Nina, May, Amy.  Slide pull.

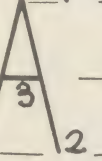
Tuesday - Wednesday

 Has, (5 on line), sentence below. Tues.

 Nina, (4 on line), sentence. Wed.

 Has Nina the jam?
 Thursday - Friday

 May, (3 on line), sentence below. Thurs.

 Amy, (3 on line), sentence. Fri.

All daily writing should be neatly done.

May Amy get six?

Aim: To present some "stroke flag" letters.

Retrace

1 Stroke. Flag at top. 2 Stroke. Flag on top.
2 Pull on line to close. Top is a small size D.

2 Stroke. Flag on top. 2 Begin a P.

3 Note 2 small size D. 3 Slant out from center.

1 Stroke. Pull in and 2 out of center. Dictate: Did, Kirk

Tuesday - Wednesday. Seat.

1 2 Did (4 on line), sentence. Tues.

Keep letters close together in words.

1 2 Paul (4 on line), sentence. Wed.

Leave space size of small "o" between words.

Did Paul buy five?

Thursday

Friday

1 2 3 Bobo (4 on line) Sentence Kirk (4 on line) Sentence

Kirk and Bobo play.

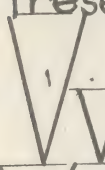
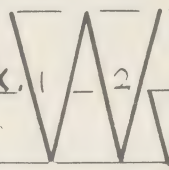
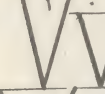
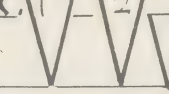
2B · Manuscript Plans

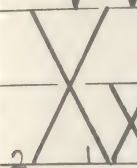
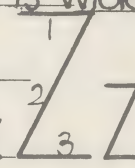
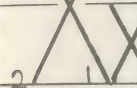
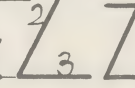
Wk. 4

Monday - Board or Book

Aim: To present letters made on slant.

Present by Air Work.

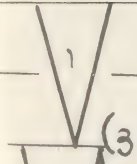

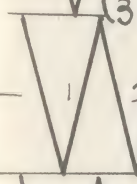
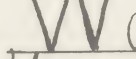
 Pull down. Bounce back.  The W is just 2 V's.
 Make $\frac{1}{2}$ wide as tall.  It is wide as tall.

 Top of Y is top of X.  Slide.
 $\frac{1}{2}$ wide as tall. Make top a check.  Slant.

Dictate

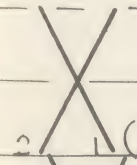
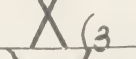
Vera Will You

Tuesday, Wednesday - Seat

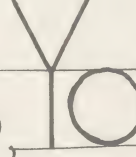
 (3 lines),  (3 lines), sentence below. Tues. (3 lines),  (3 lines), sentence. Wed.

Will Vera quit work?

Thursday - Friday - Seat

 (3 lines)  (3 lines), sentences. Thurs.

Thurs.

 (3 lines),  (5 on line) sentence. Fri.

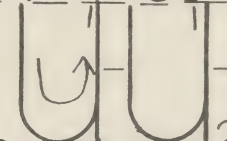
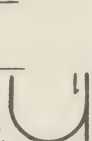
Positions: Head up. Arms on desk. Feet on floor.



You will buzz five now.

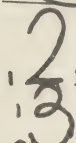

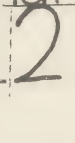
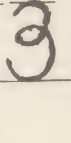
Pupils should do neat daily work.

Aim: To present round bottom letters.

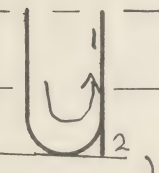

Retrace:

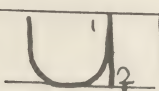
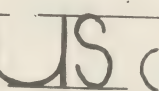
 Pull down and up in one stroke.  Pull full stroke down on right side.

 Begin on side. Keep round. Close on side.  Begin on side. Keep round.

  Begin below line. Keep top and toe even.   Top of 3 is a small 2.

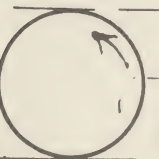


Tuesday - Wednesday - Seat.

  Use (5 on line) sentence. Tues.

  Use (8 on line) sentence. Wed.

Use us for the job

Thursday - Friday - Seat

 (2 lines)  (2 lines)  (4 on line) sentence

 (2 lines)  (3 lines) sentence below.





Use your old ones.

2B Manuscript Plans.





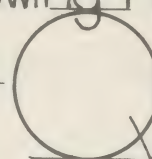
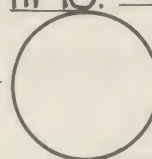
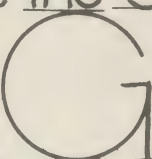
Wk. 6

Monday - Board or Book


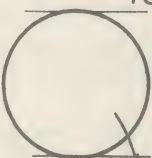
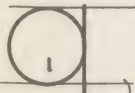
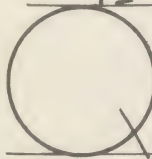
Aim: To present large circle capitals and 5, 3.

Retrace:  Umbrella is first of .-  Begin on side.  Begin with one.

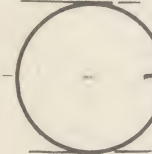
Keep round. Close on side. Keep round. Flag last.

-  Begin as  near line.  Make a C Put 1Swing round up to line.  Inside the C GDictate:  Quiet  Can  Give


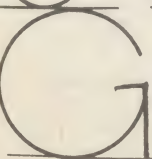
Tuesday - Wednesday - Seat

-   Quiet (3 on line) sentence. Tues. quit (4 on line), sentence. Wed. Good body position is important.-  Quiet girls will quit.

Thursday - Friday - Seat.

-  Give (3 on line), sentence

Pupils hold pencil softly.

 one (4 on line), sentence-  Give her one bag.

Aim: To present double curve letters, figures.

Retrace:

1. Begin S on side. Round over. Flat in center. S

2. Curve last up. Note two circles.

1. Begin with 1 1/2 space stroke

2. Lower part of J is same as last of S

1. Begin as S. Close lower o. Flat. Close top.

2. Small Pull 9.

Dictate:

Sell, Jack, 8, 9.

Tuesday - Wednesday. Seat.

1. S Sell Keep S flat in center. S

2. (5 on line), sentence below.

1. Jack (4 on line), sentence.

Sell Jack five jugs.

Thursday - Friday - Seat

1. saw (5 on line), sentence.

2. (10 on line) 8 lines, sentences.

Sue saw 8 flies buzz.

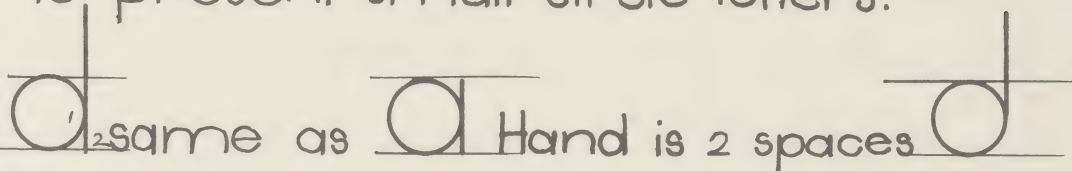
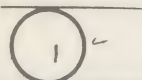
2B Manuscript Plans

Wk. 8




Monday - Board or Book

Aim: To present small circle letters.

Retrace:


Begin at center side. Swing round. Close on side.


Begin as . Hold hand up to line  Pull 


Slide in center. Circle round. Nearly close.



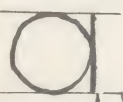
Begin near center side. Circle. Nearly close.


Pull strokes.  Slide $\frac{1}{2}$ space. Pull

Dictate :

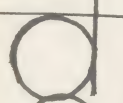
and cats eat

Tuesday - Wednesday. Seat



and

(4 on line), sentence. Tues.



dogs

(3 on line), sentence. Wed.

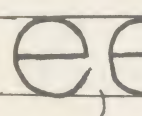
See

cats

and

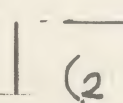
dogs.

Thursday - Friday - Seat.

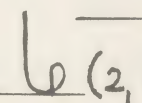


eat

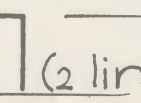
(5 on line), sentence. Thurs.



(2 lines),



(2 lines)



(2 lines). Sentence. Fri.

Jack


did

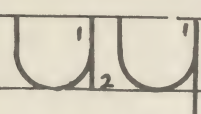
eat


four

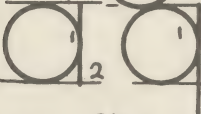
Aim: To present small tail letters.

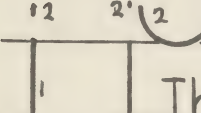
Retrace:


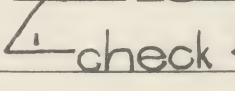
Begin "y" as nest  Pull $1\frac{1}{2}$ space | cradle

 The "y" is "u" that goes to basement.

Begin as  Pull $1\frac{1}{2}$ space | cradle

 The "g" is "a" to basement

 Note circles in y - g

 The "j" is "i" to basement  check $4\frac{1}{2}$ Pull

Dictate:

you get jam.

Tuesday - Wed. Seat.

y you (3 on line), sentence. Tues.

g get (3 on line), sentence. Wed.

Can you get jam?

Thursday Fri. Seat.

i j jugs (4 on lines), sentence. Thurs.

4 (10 on line) 6 lines, sentence. Fri.

You may get jugs.

2B Manuscript Plans

Wk. 10.

Monday - Board or Book.

Aim: To present "jump over" letters h, n, o.

Present by air work. Note "o" can hide under.

Make stroke. 1 Rush up over h. Pull h. Do not
 2 Keep "cushion" wide as circle. lift pencil.

1 2 Same as h only back is one space.

1 2 3 Make n 2 times for m. Note circles m.

1 2 Begin as n. Stop as pull, begins h r

5 5 Make 1/2 space one. Swing open circle 5

Dictate: him, now, run, 5
 Flag is last.

h him Tuesday - Wednesday - Seat
 (4 on line), sentence. Tues.

n now (4 on line), sentence. Wed.

Hugh saw him now.
 Thursday - Friday - Seat

r run (4 on line), sentence.

5 (2 lines) 5 (3 lines), sentence below. Fri.

Pupils sit up tall. Feet on floor. Both arms on desk.

Nell may run now.

Aim: To present rest of "jump-over" letters.

Retrace: A circle hides under letters.

Play house

Pull stroke. Keep pencil on paper.

1 2 Swing back up for circle. Note 2 play-houses.

1 2 Begin with stroke. Swing over for umbrella

1 2 Pull stroke below line. Push back up and over for circle. Leave play houses. Top of "p" is "r".

2 Begin below line. Swing up over. Swing left. Slide.

3 Begin below line. Top is a small 2 Loop. Circle.

Dictate:

buzz, pull play

Tuesday - Wednesday - Seat

1 2 buzz (4 on line), sentence. Tues.

1 2 her (4 on line), sentences. Wed.

Bees buzz for her

1 2 pull Thursday - Friday - Seat (5 on line), sentence. Thurs.

1 2 (2 lines) 3 (3 lines), sentence. Fri.

They pull and play

Wk. 12 Monday - Board or Book.

Aim: To review difficult couples.

Present by Air Work.


 Begin in center. Round-over. Flat center. 




 Curve last up. Little brother  $\frac{1}{2}$ space wide.



 Pull stroke. Slant in to center.

 Slant out from center.


 Make "hat" on line first.  Begin as 


 t is $1\frac{1}{2}$ spaces tall.  Finish as t.

 Begin as . Close lower o 

Make center flat . Close top. 


Tuesday - Wednesday - Seat


 Sue (4 on line), sentence Tues.

 fixes (4 on line), sentence Wed.

Sue fixes the kites.

Thursday - Friday - Seat

 Kirk (4 on line) sentence Thurs.

 (5 lines), sentences. Fri.

Kirk saves five kites.

26

61-65

Wk. 13

2 B Manuscript Plans

Monday - Board or Book.

Aim: To present large circle capitals.

Retrace. Begin all circles center right side.

Begin on center line.

Add slant to lower

Swing over. Round up right side of Q.

The C is a laughing

Begin just above center.

Swing last up to line. Nearly close mouth.

The G is C with 1 in mouth.

Dictate:

Quiet Car Glen

Tues.

Tuesday - Wednesday - Seat

Quiet

(3 on line)

Wed.

(4 on line)

sentence

quit

sentence

Quiet girls will quit

Thursday

Friday - Seat.

Car

(3 on line), sentence. Thurs.

Glen

(5 on line), sentence. Fri.

Car can get Glen.

Pupils hold pencil softly.

Make light lines.

2B Manuscript Plans

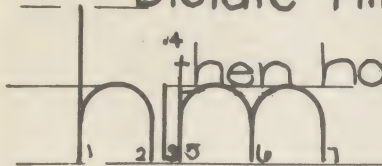
Wk. 14.

Monday - Tuesday - Board or Book

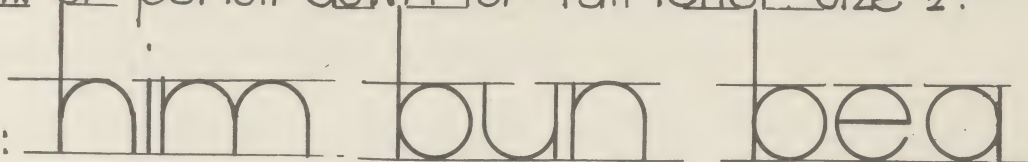
Aim: To reduce size of writing. Air work first.

Dictate "him" large several times to count

then have pupils make it to count 1 space.


 him Same counts. Keep moving.
Keep chalk or pencil down for full letter. Size $\frac{1}{2}$.

Present:

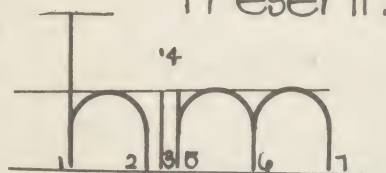


Pupils write each word several times for ease.

Keep pupils swinging along but check for form.

Thursday - Friday. Seat

Present: Fold paper for center crease.



(4 on a line) Pupils sit up tall and

2 lines

hold pencil lightly.

After finishing these two lines, without a stop, skip a line and make one space size him

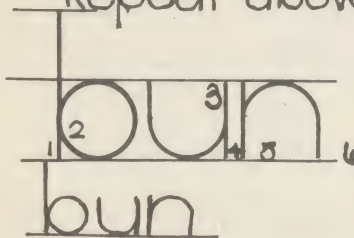
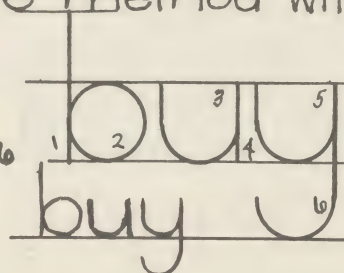
Count or spell several lines. (6 on line).

Keep the class writing lightly and easily.

Pupils relax with air writing.

Pupils do best who sit up with both arms on desk.

Repeat above method with the following words.

Note: Pupils do all other
work in large size
writing this week.

2B Manuscript Plans

Wk. 15

Monday - Tuesday. Board or Book.

Aim: To continue work on reducing size.Present: him, bun, run, beg.

Write on every other line to avoid crowding.

Pupils write each word several times for ease.

Keep pupils swinging along. Get full $\frac{1}{2}$ space size.

Board or book - Tuesday.

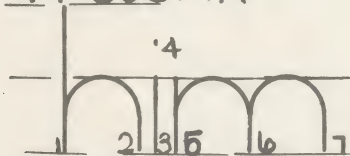
Dictate half space figures - Check size.

Have pupils write 2B several times. Move along.Pupils write both names several times. Note size.

Wed. - Thurs. - Fri. - Seat.

Present:

Fold paper in center.



4 on a line

Pupils sit up tall and

2 lines

hold pencil lightly.

After finishing these two lines, without a stop, skip a line and make.

him one space size

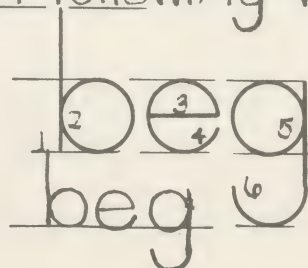
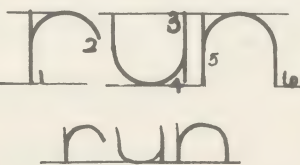
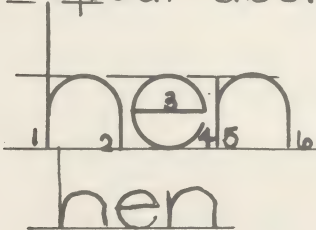
Count or spell several lines. 6 on a line.

Keep the class writing lightly and easily.

Pupils relax with "air writing."

Pupils do best who sit up with both arms on desk.

Repeat above method with following words.

Pupils nowdo all dailywriting small.

2 B Manuscript Plans.

Wk. 16

Monday - Board or Book.

Aim: To give regular lessons in small size.

Retrace:

See page 12I . h Pull full space one I . Push up and over $\frac{1}{2}$ space.

Check for size. Keep last of h as wide as tall.

Dictate:

"him" and sentence below.

Tuesday - Seat. See page 12

Check positions often. Head up, feet on floor.

Put grade and both names on heading.

Fold paper for center. Put 10 letters on line.

Present: h, him (6 on a line) sentence.

Wednesday - Board or Book.

Retrace:

I o ^{ball} Pull full space one. Push up and circle.Check for size. Last of o is $\frac{1}{2}$ space circle.

Dictate:

"buy" and sentence below.

Thursday - Friday - Seat.

Papers straight in front of pupil. Arms on desk.

Present: o, buy (6 on a line) sentence.Kirk, buy a bun. 2 sentences on a line.Check for full and half space letters.

2 B Manuscript Plans

Wk. 17

Monday - Board or Book.

Aim: To present stroke over letters.

Retrace:n Make $\frac{1}{2}$ space one. Swing up over down.____ The n is as wide as tall. Note circle n na.m Make $\frac{1}{2}$ space one. Swing over two times.____ Keep wide as 2 circles. ma.r Pull stroke first. Swing up over for umbrella.____ Keep wide. Note circle in r ra ro.h Make stroke, pull to $\frac{1}{2}$ space below. Do not lift.h Push up over for circle. Note "play houses."Dictate: me, ran, past, 2 3.

Tuesday - Wednesday - Seat.

Present:Pupils sit up tall. Swing along.n, nine (6 on line), sentence. Tues.____ Put 10 small letters or figures on line.m, me (1 on line), sentence. Wed.Make me nine 2 on line.

Thursday - Friday - Seat.

Present:r, runs (6 on line), sentence. Thurs.h, past (6 on line)Ruth runs past. 2 on line.

Pupils fold paper for a center crease.

2 B Manuscript Plans

Wk. 18

Monday - Board or Book.

Aim: To present "circle round" letters.

Present by Air Work.

O₂ Begin on side. Circle O Round o up "a" Pull "a".o₂ Begin as o. Hold hand up tall "d" Pull "d".Keep pencil on paper for a and d.— e₂ Make slide. Swing circle. Note cradle.Q₂ Begin as o. Leave open.t₂ Begin top as Q. Pull stroke. Cross.

"f" and "t" are twins. "f" carries an umbrella.

Diotate: are, dear face.

Tuesday - Wednesday - Seat.

Present:

a₂, are (6 on line), sentence. Tues.d₂, dear (5 on line), sentence. Wed.Note circles are hiding under letters.Mine are dear 2 on line

Thursday - Friday - Seat.

Present:

e₂, each (5 on line), sentence. Thurs.f₂, face (6 on line), sentence. Fri.

Keep paper square in front of pupil.

Make each face 2 on line.Check for good positions. Head up.

Aim : To work on "basement" letters.

Retrace:

a g Begin g as an a. Stroke below line. Cradle.

_____ The "g" is an "a" that went to the basement.

u y Begin y as u. Stroke below line. Cradle.

_____ The "y" is the "u" that went to the basement.

i j Begin j as i. Stroke below line. Cradle.

_____ The "j" is the "i" that went to the basement.

Check g y and j over two circles g g y j.

Dictate: buy, bag, just 6 7 4

Tuesday - Wednesday. Seat.

g, bag (6 on line), sentence. Tues.

y, buy (6 on line), sentence. Wed.

_____ Tops of a and g - u and y are same.

You buy a bag. 2 on line.

_____ Thursday - Friday - Seat.

J, Jack (6 on line), sentence. Thurs.

j, just (8 on line), sentence. Fri.

_____ Note: Width of J and j are same.

Jack just jumps.

See page 12

2 A Manuscript Plans .

Wk. 20

Monday - Board

Aim : To present stroke capitals.

Present by "air work."

See pages 1-8

L Pull stroke down.

L Make L without lifting chalk. Pull slide.

E Put flags on L to make E. Keep flags even.

F is the E without the foot. Keep flags even.

T Make slide first. Put stroke in center.

Dictate : Lena, Ella, Fred, Ted.

Tuesday - Wednesday - Seat.

Present :

See pages 9-10-12L Lena (6 on a line), sentence. Tues.Put 10 capital letters on line. Check size often.E Ella (8 on a line), sentence. Wed.Lena likes Ella too. 2 sentences on line.

Thursday - Friday - Seat.

Present :

F Fred (6 on a line) sentence. Thurs.Check pencil holding to see one finger on top.T Ted (8 on a line) sentence. Fri.

Fred or Ted fell

Pupils keep both arms on desk. Heads up.

2 A Manuscript Plans.

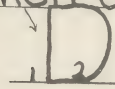

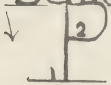
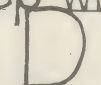
Wk. 21

Monday - Board



Aim: To present stroke with "Flag-round capitals".

Retrace:

See pages 7-8

 Make stroke. Put flag on top as F. Swing round.
Build: The  is about $\frac{3}{4}$ of a circle. Keep wide.
 Make stroke. Top of "P" is $\frac{1}{2}$ space 

Note flag on top.

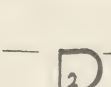

 Begin as  Make lower part same as top.
Dictate: Did, Paul, Bob.

Tuesday - Wednesday - Seat

Present:

See pages 9-10-11

 Did (8 on a line) sentence. Tues.

 Note flag on capital D. Note "playhouse" on p.
 Paul (6 on a line) sentence. Wed.
Did Paul play it?

Thursday - Friday - Seat.

Present:

 Bob (8 on a line) sentence

Note that "a" and "b" have same circles.

Bob was not lazy.Keep your lesson moving along. Use "Air Work."Pupils keep both feet on floor. Arms are on desk.

2 A Manuscript Plans

Wk. 22

Monday - Board

Aim: To develop R, K, and k.

Retrace: See pages 7-8R₃ Make stroke. Put flag on top. Close in center.

Kick last out from center and make it even.

K₂ Make stroke. Pull slant stroke in to center.Kick second slant out from center. Make even.K₂ Make a stroke. Second part is $\frac{1}{2}$ space only.Make last part in one count.Dictate: Rex, race, Kirk, kite.

Tuesday - Seat.

Present: See pages 9-10-11R₃ Rex (8 on a line), sentence.Kick R out from center.Rex ran his race.

Check for full and half size.

Wed. - Thurs. - Fri. - Seat.

Present:K₂ Kirk (8 on a line) sentence. Wed. - Thurs.Keep last of small k $\frac{1}{2}$ space.k₂ kite (8 on a line) sentence. Fri.Check last part of small k. It is $\frac{1}{2}$ space.Kirk just likes kites.Keep paper straight on desk.

2 A Manuscript Plans

Wk. 23

Monday - Board

Aim: To present the stroke figures and "?" and "2".

Retrace : Dictate :1 1 1 Note the two ones in 1 "Mutt" and "Jeff."Keep last little one small.1 Make slide first and pull stroke down.Do not lift pencil in making 14 Make check first in one count 4Pull stroke down last as a "1" 4.2 Begin below center. Swing back around.Slide on line. Figures are $\frac{1}{2}$ space.? Begin below line. Swing round as "2".

Add pull and dot. Full space.

Tuesday - Wednesday. Seat.

Present:1 1 1 2 lines of each figure, sentence. Tues.4 (2 lines) 4, (4 or more lines), sentence. Wed.

Make check part of 4 in one count.

Now I make 1 1 4.

Thursday - Friday. Seat.

Present:? (10 on a line), sentence. Thurs.2 (2 lines) 2 (4 or more lines), sentence. Fri.How will I make 2?

2 A Manuscript Plans

Wk. 24. Monday - Board

Aim: To present circle figures.

Retrace: Dictate:

5 ¹5³ Begin with a small one. Swing circle back of stroke 5 Make flag last.

5 3³ Three is built like 5 and 2. ²5 3.

Loop in center. Swing round up.

8 ¹8² Begin as S. Make lower curve into an o. Keep center flat. Close top o.

9 ¹9² Begin as a small o. Pull stroke down.

Tuesday - Wednesday - Seat.

Present:

5 ¹5³ (2 lines), 5 (4 or more lines), sentence. Tues.

3 ¹3² (2 lines), 3 (4 or more lines), sentence. Wed.

May we have 53?

Thursday - Friday - Seat.

Present:

S ¹S² (1 line), S (2 lines), 8 (2 lines), sentence.

Show how S is first part of 8.

See us start an 8.

Keep the small "s" narrow.

9 ¹9² (2 lines), 9 (2 lines) sentence. Fri.

The stroke on 9 is not as tall as top of 9.

See us start a "9"

2 A Manuscript Plans

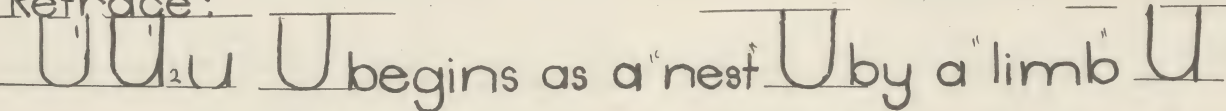
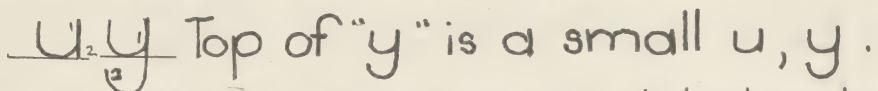
Wk. 25

Monday - Board

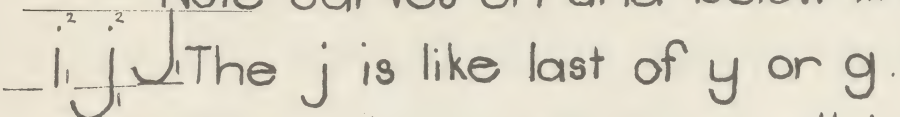
Aim: To present:

U U and tail letters.

Retrace:


 U begins as a "nest" U by a "limb" U
The small u is as wide as U but only $\frac{1}{2}$ tall.

 Top of "y" is a small u, y.

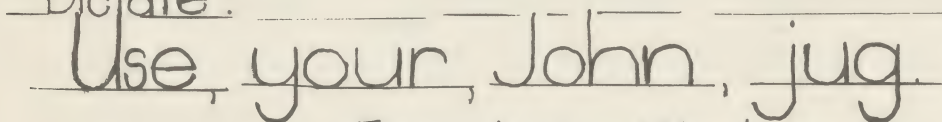
Note curves on and below line are alike.


 The j is like last of y or g.

The j begins as a small i.

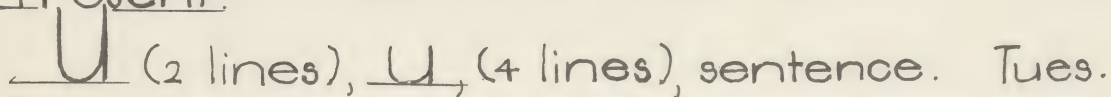
Capital J is same as small j. On line. No dot.

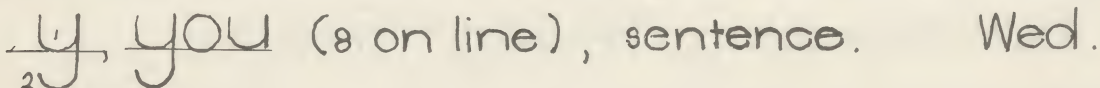
Dictate:


 Use, your, John, jug.

Tuesday - Wednesday - Seat

Present:


 U (2 lines), U (4 lines), sentence. Tues.

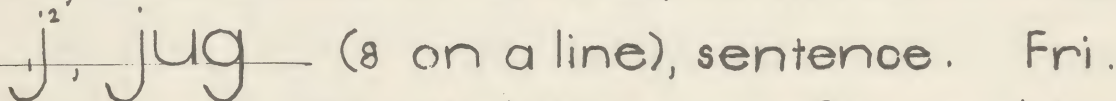

 y, you (8 on line), sentence. Wed.


 Use your fives.
Put 2 sentences on line.

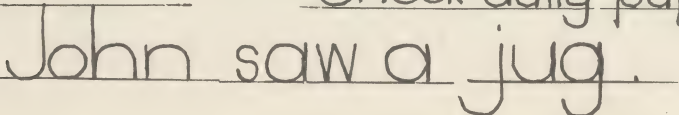
Thursday - Friday - Seat.

Present:


 John (6 on a line), sentence. Thurs.


 jug (8 on a line), sentence. Fri.

Check daily papers for good letter form.


 John saw a jug.

2A Manuscript Plans.

Wk. 26

Monday - Board

Aim: To present "stroke over" letters.

Retrace:

h 2 Make stroke. Retrace back. Keep the last wide.

Do not lift pencil on h, b or p.

b 2 Make stroke. Retrace. Make last a circle.

Check for size. Note "playhouses".

p 2 Make stroke, pull below line. Do not lift pencil.

Push up around circle. Note "playhouses".

Dictate: both, pay, Paul.

Tuesday - Wednesday - Seat.

Present:

h 2, had (8 on a line), sentence. Tues.

Put 10 small letters on a line.

b 2, both (6 on a line), sentence. Wed.

Keep last of b round.

He had both go.

Thursday - Friday - Seat.

Present:

p 2, pay (8 on a line), sentence.

Keep top of p round. Note "playhouses".

We just pay Paul.

Check: Paper straight in front, light lines.

2 A Manuscript Plans

Wk. 27

Monday - Board

Aim: To present rest of "stroke over" letters.

Retrace: Keep letters full and $\frac{1}{2}$ space.1. n Make $\frac{1}{2}$ space one. Retrace-nearly to top.Swing over and down. The n is as wide as tall.1. m Begin with a half space one. Retrace as n.Repeat a second over. Keep wide oo oo.1. r Make stroke first. Retrace back nearly to top.Swing over as top of "n". rDictate: Max, may, Ruth, run.

Tuesday - Wednesday. Seat,

Present:1. n, not (8 on a line), sentence. Tues.Keep letters close together.1. m, may (6 on a line), sentence. Wed.Leave space of an "o" between words.Max may not go.

Thursday - Friday. Seat

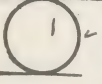
Present1. r run (8 on a line), sentence.Compare the "r" and "n" in run.Ruth did not run.Keep both feet on floor and both arms on desk.Good positions help make good writers.

2 A Manuscript Plans.

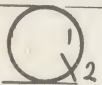
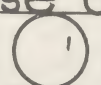
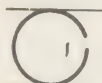
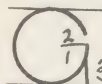
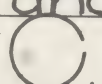
Wk. 28. Monday - Board

Aim: To present circle capitals.

Retrace:

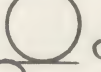
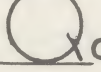
 Begin the circle on right, in center.

Keep round. Close on right side.



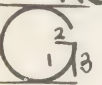
 This letter is an  with a slanted line at lower right side. Slant line hits the line. Begin on right side just above the center. Swing around and up to center. Make a capital . Make slide go to the lower "swing" up. Pull stroke down to line 7Dictate: Quite, quit, Carl, Get

Tuesday - Wednesday. Seat.

Present:

 (2 lines),  (2 lines), Quite (6 on line) sentence.Show how  and  are alike. to fill a line.Quite a few quit.Pupils hold only one finger on top of pencil.

Thursday - Friday. Seat.

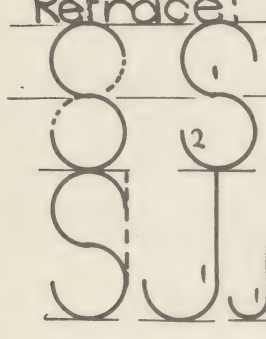
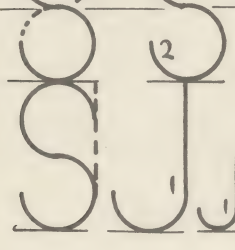
 , Carl (6 on line), sentence. Thurs.Keep the Q round as  with an open mouth. Get (8 on line) sentence. Fri.Check to see the 7 in the GGet Carl the box.

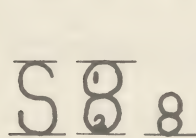
Wk. 29.

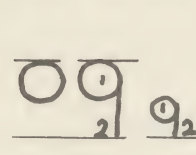
Monday - Board

Aim: To present double curve letters and figures.

Retrace: Dictate:

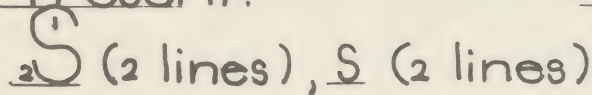

 Make large S over two circles 8 S

 Begin s on side. Round over. Curve up.
 Make large J beside two circles 8 J
 The J begins with a stroke. Curve to left.


 Begin 8 as an s. Make lower then upper
S 8 8 curves each into an o. 8 is flat in center.

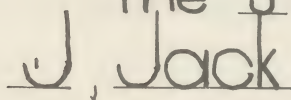

 Begin 9 as an o. Close on side, and
o 9 9 pull stroke down. Do not lift pencil.

Tuesday - Wednesday. Seat

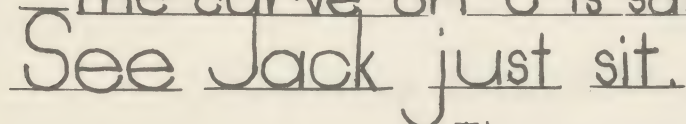
Present: Tues.


S (2 lines), s (2 lines) See (8 on a line), sentence.

The S can be turned upside down. Same.

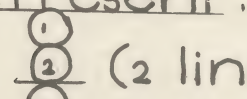

J, Jack (1 on a line), sentence. Wed.

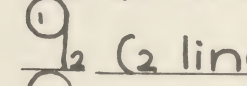
The curve on J is same as bottom of S.

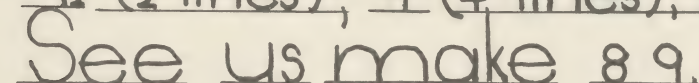

See Jack just sit.

Thursday - Friday - Seat

Present:


8 (2 lines), 8 (4 lines), sentence. Thurs.


9 (2 lines), 9 (4 lines), sentence. Fri.


See us make 8 9.

Have pupils fit circles into 8 and 9.

2 A Manuscript Plans.

Wk. 30

Monday - Board

Aim: To present small letters built as "c" or part.

Retrace:

— ⓐ Begin with a slide near line. Swing back around and up for small opening. Make round.

— ⓑ Begin on side. Swing over round and up. Leave only small opening. Make round.

— ⓒ Make slide first. Pull last.

— Keep the cross small on "t".

— f² Begin top like "C". Pull stroke down.

Put cross on as for "t".

Dictate: Ella, each, Fred, flats.

Tuesday - Wednesday - Seat.

Present:

— ⓐ (2 lines) each (6 on line) sentence. Tues.

— Make slide first. Keep round. Nearly close.

— ⓑ (2 lines) each (6 on line), sentence. Wed.

— The "C" has small mouth or opening.

Ella saw each girl.

Thursday - Friday. Seat.

Present:

— f² flats (6 on a line), sentence.

The "f" and "l" are close fl. The "i" is under "fix".

Will Fred fix flats?

2A Manuscript Plans

Wk. 31

Monday - Board

Aim: To present small letters built on circles.

Retrace:

① Begin on right side.

—— Keep wide and round.

①, ①, Begin near center on side. Swing around and up even to the top: "O" Pull down "d".

①, ② Begin as "d." Swing stroke up tall "O".

Keep pencil on paper. Pull stroke down "d".

Dictate:

ate, apple, did, Ann.

Tuesday - Wednesday - Seat.

Present:①, one (8 on line), sentence. Tues.

—— Begin "o" on right side. Keep round.

①, ②, ate (8 on line), sentence. Wed.—— Do not lift pencil on letter "a".Ann ate one apple.

Thursday - Friday - Seat.

Present:①, ②, did (8 on line), sentence.

Make round up first "d". Pull down last "d".

Do not lift pencil. Keep lessons moving along.Dan did do eight.

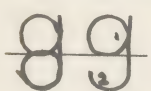
2 A Manuscript Plans

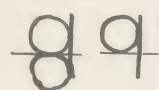
Wk. 32

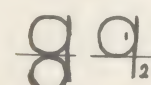
Monday - Board

Aim: To present small letters built on circles.

Retrace:

_____ Begin near center on side. Swing round
 and up. Pull stroke below line, and finish
 _____ with curve to left.

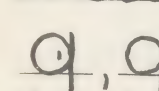
 Begin near center on side. Swing
 _____ round and up.

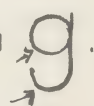
 Pull stroke down $\frac{1}{2}$ space below line.

Dictate: Get, good, Quit, quiet.

Tuesday - Wednesday - Seat.

Present:

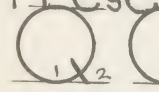
 good (6 on a line), sentence

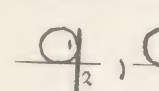
² Keep two lower curves same width .

Get a good dog.

Thursday - Friday . Seat.

Present:

 Quit (5 on line), sentence. Thurs.

 quiet (6 on line), sentence. Fri.

Quit quiet jobs.

Pupils keep both arms on desk. Feet on floor.

2 A Manuscript Plans.

Wk. 33.

Monday - Board

Aim: To present some slant letters.

Build: Air Work.

V V Pull slant down to right. Bounce back, all in one count. V is $\frac{1}{2}$ as wide as tall.

W W The W is two V's. Two bounces.

The W is one space wide.

A Pull slant down to left. Pull second slant down to right. Cross in center, from left to right.

Dictate: Will, Vera, Ann, lazy.

Tuesday - Wednesday - Seat.

Present:

Tues.

V (2 lines), V (2 lines) Vera (1a line), sentence
Check to see that V, V, is $\frac{1}{2}$ wide as tall.

Wed.

W (2 lines), W (2 lines), Will (e on a line), sentence.
The W is just 2 v's. Keep W wide as tall.

Will Vera wave six?

Thursday - Friday. Seat

Present:

A Ann (e on line) sentence.

The A is a V upside down. A is $\frac{1}{2}$ wide as tall.

Ann was not lazy.

2 A Manuscript Plans

Wk. 34

Monday - Board

Aim: To present balance of slant letters.

Build: "Air Work"

X X Pull slant down from top to right first.

Pull second slant back to left.

The X Y Z are $\frac{1}{2}$ as wide as tallY Pull down and bounce back to form top of Y. Last pull a Y.Z Z Slide to right. Pull slant down to left.

Slide again to right. Note stroke.

Dictate:

X, fix, You, buy.

Tuesday - Seat

Present:

X (2 lines), X (4 or more lines) sentence.X is small in six.

Wednesday - Thursday - Seat.

Present:

Y, You (8 on line) sentence.Keep top of Y $\frac{1}{2}$ space wide.You buy your six.

Friday - Seat

Present:

Z, (2 lines), Z (4 or more lines), sentence.Z is found in buzz.

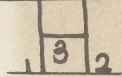
2 A Manuscript Plans

Wks. 35 - 36

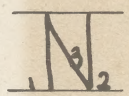
Monday - Board

Aim: To present capitals of double strokes.


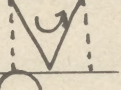
Build "Air Work."

 Pull strokes first. H is $\frac{1}{2}$ wide as tall.

Make slide last.

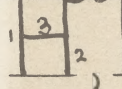
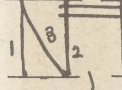
 Pull strokes first. N is as wide as H.

Make slant last.

 Make strokes first. Make center slants as a big check in one count Dictate: How, Nina, Make, four

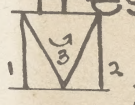
Tuesday - Wednesday - Seat

Present:

 H, How (8 on a line), sentence.Check papers, straight on desks. N, Nina (6 on a line), sentence. Wed.Pupils keep both arms on desk.How old is Nina?

Thursday - Friday - Seat.

Present:

 M, Make, (6 on a line), sentence.

Make center of M a "bounce" in one count.

Make me 12358. Thur.Make me 14679. Fri.

